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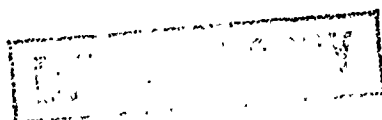
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# **Officer Career Development: Measures and Samples in the 1981-1989 Research Program**

**Gerry L. Wilcove  
William C. Wilson**

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Reviewed by  
Robert F. Morrison

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13. ABSTRACT (Maximum 200 words) Since 1981, the Navy Personnel Research and Development Center (NAVPERSRANDCEN) has been conducting research on the career development and management of aviation warfare officers, surface warfare officers, and general unrestricted line officers. The research was designed to provide information to policy makers and career managers from the officers themselves, so that the Navy would be in a better position to: (1) manage the careers of its officers, (2) fill billets with skilled individuals at all grade levels, and (3) improve performance and increase retention. The research design emphasized multiple cohorts and repeated measures. Ten questionnaires were used in the study, together with interviews. The research also include a secondary cross-sectional feature. The present report describes: (1) the classes of variables measured in the research program, (2) the sampling strategies, and (3) the characteristics of the respondent samples. It also evaluates the representativeness of the samples.				
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## FOREWORD

This effort was conducted within program element 0602233N (Mission Support Technology), project RM33M20 (Manpower and Personnel Technology), task RM33M20.06 (Career and Occupational Design). The purpose of the work unit was to develop explanatory models of unrestricted line (URL) officer career decisions. Such models could be used to assess the impact of existing and proposed URL career policies and practices upon officer career decisions and activities.

This report was completed under the sponsorship of the Office of Chief of Naval Research (ONT-222). This report describes the sampling strategies, the populations, and the samples in the research. It also examines how well the samples represented the populations and describes the research variables and their measures.

Points of contact at NAVPERSRANDCEN are Dr. Robert Morrison, who originated and directed the research program (AUTOVON 553-9256 or Commercial (619) 553-9256) and Dr. Gerry L. Wilcove (AUTOVON 553-9120 or Commercial (619) 553-9120).

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## SUMMARY

### Background

Between 1981 and 1989, the Navy Personnel Research and Development Center (NAVPERSRANDCEN) conducted research on the career development and management of three communities of unrestricted line (URL) officers: aviation warfare officers (AWOs), surface warfare officers (SWOs), and general unrestricted line (GenURL) officers (primarily women officers serving ashore in key leadership and support positions). The focus was on officers commissioned between 1961 and 1980. The research was designed to provide information to policy makers and career managers from the officers themselves, so that the Navy would be in a better position to: (1) manage the careers of its officers, (2) fill billets with skilled individuals at all grade levels, and (3) improve performance and increase retention.

### Scope

The present report describes: (1) the questionnaires used in the research and the classes of variables they measured, (2) the sampling strategies, and (3) the characteristics of the respondent samples. It also evaluates whether questionnaire samples adequately represented the populations from which they were drawn.

Ten questionnaires were used in the study: (1) three questionnaires in FY82 (one questionnaire for each URL community), (2) three revised community-specific questionnaires in FY86/7, (3) separate questionnaires for officers who had changed designators or retired since FY82, and (4) separate questionnaires for two groups of individuals who had attrited since FY82: GenURL officers and warfare specialty officers (i.e., SWOs and AWOs).

The URL community questionnaires focused on demographics and personal history, work and career experiences, the interface between the organization and the individual, education and training issues, the family, and career planning. The designator-change questionnaire examined why individuals switched designators, examining reasons connected with work, career, professional development, and personal life. The retirement questionnaire examined the retirement decision, the individual's evaluation of the retirement system, and a variety of issues related to civilian life, including job hunting, career transition, and adjustment to civilian life. The attrition questionnaires centered on the reasons for resignation, the support received for staying or leaving, and family and career issues.

Two approaches were used in the research. In the first, officers were administered a questionnaire during FY82 that was appropriate for their URL community. When possible, they were also administered a questionnaire in FY86/7 appropriate to their situation (e.g., in the same URL community as previously, attrited, or switched communities). FY82 and FY86/7 were termed Time1 (T1) and Time2 (T2), respectively. This approach was termed a "repeater's" design, because the same individuals received questionnaires at T1 and T2. With this design, the same questionnaire items were used at both T1 and T2 to determine if attitudinal changes had taken place.

In the repeater's design, an individual's questionnaire responses were only analyzed if they had completed a questionnaire at both T1 and T2. In the second approach, termed a "cross-sectional" design, an individual's responses were analyzed even if they had only taken the T1 or T2 questionnaire. So, at T1, everyone's responses were analyzed--those who subsequently completed a T2 questionnaire and those who did not. At T2, everyone's responses were also analyzed--those who had completed a T1 questionnaire and those who had not.

In the repeater's design, 5,487 individuals completed a questionnaire at T1 and T2: 4,150 officers were in the same URL community during both data collections, while 1,337 individuals had switched communities, resigned, or retired by FY86/7.

The cross-sectional design at T1 included 8,959 individuals: the 5,487 individuals from the repeater's design and an additional 3,472 individuals who had not completed a questionnaire at T2. At T2, this design included 12,319 individuals: the 5,487 from the repeater's design and an additional 6,832 who had not completed a T1 questionnaire.

Two ways were employed to determine if a sample represented the population from which it was drawn. The first way was to compare the mix of individuals in the sample with the mix in the population; and, the second way was to determine if the number of individuals in the sample (e.g., ensigns) was large enough to permit generalization of questionnaire results to the population. For the most part, samples were only found to be unrepresentative when particular subgroups, such as ensigns, were examined.



# CONTENTS

	Page
INTRODUCTION .....	1
VARIABLE MEASUREMENT .....	2
Data Sources .....	2
Variables and Measures .....	2
Officer Master File.....	2
Career Questionnaires .....	3
Designator-change, Resignation, and Retirement Questionnaires .....	6
SAMPLING STRATEGIES .....	9
FY82 Questionnaires (Time1).....	9
FY86/7 Questionnaires (Time2).....	9
SAMPLE CHARACTERISTICS AND REPRESENTATIVENESS .....	11
Analyses .....	11
Demographics of Career Questionnaire Repeater Samples.....	11
Representativeness of All Repeater Samples .....	12
Representativeness of Cross-sectional Career Questionnaire Samples.....	14
Analytical Issues.....	14
Results .....	14
Attritors, Retirees, and Designator-change Transfers: FY86/7	
Cross-sectional Sample .....	15
Warfare Officer Resignation Sample .....	15
General Unrestricted Line Resignation Sample .....	15
Retirement Sample .....	15
Designator-change Sample.....	16
REFERENCES .....	17
APPENDIX A--QUESTIONNAIRE SCALES .....	A-0
APPENDIX B--AVIATION OFFICER CAREER QUESTIONNAIRE .....	B-0
APPENDIX C--DESIGNATOR CHANGE, WARFARE OFFICER RESIGNATION, AND RETIREMENT FROM NAVY LIFE QUESTIONNAIRES .....	C-0
APPENDIX D--SAMPLING STRATEGIES .....	D-0
APPENDIX E--SAMPLING CHARACTERISTICS AND REPRESENTATIVENESS (ANALYSES).....	E-0

APPENDIX F--DEMOGRAPHICS OF CAREER QUESTIONNAIRE	
REFEATER SAMPLES .....	F-0
APPENDIX G--REPRESENTATIVENESS OF CROSS-SECTIONAL CAREER	
QUESTIONNAIRE SAMPLES: ANALYTICAL ISSUES AND RESULTS .....	G-0
APPENDIX H--DESCRIPTION OF THE FY 86/7 CROSS-SECTIONAL	
RESIGNATION SAMPLES.....	H-0
DISTRIBUTION LIST	

## INTRODUCTION

Between 1981 and 1989, the Navy Personnel Research and Development Center (NAVPERSRANDCEN) conducted research on the career development and management of three communities of unrestricted line (URL) officers: aviation warfare officers (AWOs), surface warfare officers (SWOs), and general unrestricted line officers (GenURLs). The initial impetus for the officer career research stemmed from the Navy's interest in improving career policy and the assignment process (officers are reassigned every 2 to 3 years), as well as from the desire of researchers to develop adult career theory by studying how individual officers and the Navy organization cope with career issues.

Various approaches were used to identify the issues, problems, concepts, variables, and methods that should constitute the foundation of the research program. In particular, (1) approximately 300 URL officers and their superiors were interviewed, (2) policy statements and instructions regarding the career system for each community were examined, (3) conversations were held with those who develop career policy (officer community managers and mission sponsors) and those who implement career policy (assignment and placement officers), and (4) career theory and research published in the scientific literature were reviewed. The initial conceptual and methodological foundations of the research program are documented in a report by Morrison and Cook (1985).

The research design selected was one that emphasized multiple groups or "cohorts" and used the same questionnaire items at two different points in time (i.e., used "repeated measures"). More specifically, the design included 20 cohorts (officers commissioned from 1961 through 1980), with data being collected in FY82 (Time1) and FY86/7 (Time2). A total of 4,150 officers were in the same URL community at Time1 (T1) and Time2 (T2) and provided data on approximately 1,000 variables for each data-collection wave. A total of 1,337 individuals had switched communities, resigned, or retired by 1986 and also provided data for analysis. As part of a secondary strategy, a total of 6,832 individuals provided data at T2 who had not participated at T1. These individuals represented primarily those who had been commissioned between 1981 and 1985.

During the 9 years of the research program, a data base was created that includes all of the groups mentioned above. The data base is described in three reports (Burch, Bruce, & Russell, in process; Burch, Bruce, & Russell, in process; Bruce, Burch, & Russell, in process). In addition to the data base, numerous briefings were given in Washington to help solve personnel problems in the career area and to aid in the development and evaluation of policy, a tri-service workshop was held and the proceedings published, 11 papers were presented at professional conferences, and 18 technical reports were published (counting the current one), with 6 others in process.

The present report describes: (1) the classes of variables measured in the research program, (2) sampling strategies, and (3) the samples composing the data base. It also examines the issue of sample representativeness.

## **VARIABLE MEASUREMENT**

### **Data Sources**

There were two sources of data: the Officer Master File (OMF) and questionnaires. The OMF is a computer tape created by the Navy to store the personnel records of officers. Records contain basic demographic variables, individuals' undergraduate histories, and their naval histories.

Questionnaires were mailed to individuals in FY82 (T1) and FY86/7 (T2). At T1, three **Career Questionnaires** were distributed, one to each of three URL communities: SWOs, AWOs, and GenURL officers. At T2, Career Questionnaires were sent to the same individuals who had completed a T1 Career Questionnaire, provided they were in the same community as before (i.e., SWO, AWO, or GenURL). Career Questionnaires were also sent to individuals who had been commissioned into the Navy after the T1 questionnaires had been distributed.

Additional questionnaires were sent at T2 to individuals who had completed a T1 questionnaire, but were no longer in their original community or perhaps in the Navy at all. These additional questionnaires included the following:

1. **The Designator-change Questionnaire**, which was sent to individuals who had switched from one URL community to another (e.g., from SWO to AWO), or from SWO, AWO, or GenURL to a Restricted Line or Staff Corps.
2. **Retirement From Navy Life Questionnaire**, which was sent to individuals who had retired from the Navy.
3. **Warfare Officer Resignation Questionnaire**, which was sent to SWOs and AWOs who had resigned from the Navy.
4. **General URL Resignation Questionnaire**, which was sent to GenURL officers who had resigned from the Navy.

Thus, the project generated and administered 10 questionnaires as part of the repeated-measures, multiple-cohort design: three at T1, and seven at T2.

### **Variables and Measures**

#### **Officer Master File**

The OMF includes variables such as birthdate, designator changes, current educational level, undergraduate major, minimum service requirement, number of dependents and marital status, academic profile code (technical aptitude), additional qualification designators (special competencies), billet codes that summarize the jobs officers have had in the Navy, permanent duty stations, dates of promotion, service schools, subspecialties, projected rotation dates, and source of commissioning (Naval Academy, Officer Candidate School, etc.). All of these variables, and more, became part of the data base created for this project and are described more fully in the three reports mentioned in the Introduction (Burch et al., in process; Burch et al., in process; Bruce et al., in process).

## **Career Questionnaires**

The vast majority of items in the Career Questionnaires used a 7-point Likert type response scale. In some cases, items were combined into scales to improve reliability. Table 1 presents the classes of variables examined in the Career Questionnaires, and these classes are amplified below.

**Demography and Personal History.** Items measured variables such as marital status and commissioning year. They also addressed issues that were community-specific, such as whether an officer was commissioned through the Nuclear Power Officer Candidate (NUPOC) Program (applicable to GenURL officers), when aviators received their wings, and whether SWOs had been distinguished graduates during their indoctrination training (the basic course at Surface Warfare Officer School).

**Work and Career Experiences.** The following illustrative items or scales were included in this category:

1. Present-tour intrinsic job satisfaction (a scale measuring challenge, adventure, sense of accomplishment, etc.) (T1 and T2 Chronbach alphas of .91 and .93, respectively).
2. Present-tour extrinsic job satisfaction (a scale measuring work environment, pressure, hours, etc.) (alphas of .79 and .82).
3. Overall present-tour satisfaction (a scale examining the command, work duties, superiors, etc.) (alphas of .80 and .76).
4. Career satisfaction (a scale where items query officers on how good they feel about their careers, how much pride they take, and the enjoyment they have experienced from their careers) (alphas of .85 and .87).
5. Organizational commitment (a scale adapted from Porter, Steers, Mowday, & Boulian, 1974) asking the individual to indicate whether the Navy is the "best of all possible organizations," an organization to "talk up to my friends," etc. (alpha of .82 at both T1 and T2).
6. Single items asking individuals if they felt that "the billets you have received reflected your experience and past performance," and asking individuals to give their opinions on "assignments received" in their careers.

**Organizational-individual Interface.** Items or scales include the following examples:

1. Career policy items focused on the restriction of detailers to 2-year tours, the rotation of officers from one tour to another every 2 to 3 years, and relocation to different geographical locations with change of stations.
2. Career management items focused on officers' perceptions on whether their communities promoted their officers at the same rate as other communities and the extent to which senior officers, such as commanding officers, intervened in the officer's behalf to secure desired, new tours. Questionnaires also examined the detailing system through scales measuring reactions to detailer field trips (T1 and T2 alphas of .86 and .88), the detailer's knowledge of the career system (policies, billets, etc.) (alphas of .88 and .89), and the detailer's interpersonal skills (alphas of .94 and .95).

**Table 1**

**Classes of Career Variables Examined for Unrestricted Line Officers**

---

**Demography and Personal History**

These variables included marital status, educational level, year of commissioning, grade, officer community, undergraduate major, aptitude, previous assignments and billets, and a variety of other variables.

**Work and Career Experiences**

These variables represented officers' perceptions and evaluations of their present tours, their interactions with the assignment system, the Navy organization in general, and their careers.

**Organizational-individual Interface**

These variables were concerned with the impact of the Washington establishment on the individual officer through career policies, the most recent reassignment process, and career management in a more long-term sense.

**Education and Training**

These variables focused on the educational and training opportunities and experiences and how officers viewed their impact on their ability to do their jobs well and to advance in their careers.

**Extraorganizational Factors**

The only class of variables addressed in the project that could be considered to be extraorganizational was the impact that families and spouses had on the career aspirations of officers (i.e., officers' presence in the Navy had an impact on the needs and goals of officers' families who in turn exercised influence on officers regarding their career choices).

**Career Planning**

The focus was the factors influencing officers' career decisions, the information sources they used to make their decisions, the decision-making process itself, and officers' actual career decisions.

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**Education and Training.** Items centered on officers' perceptions of the importance of subspecialties and attendance at the Naval Postgraduate School for promotions and career development, the impact of naval schools on their ability to perform on the job, and the adequacy of the training they have received regarding managerial skills.

**Extraorganizational Factors.** Single items examined issues involving families and spouses, such as spouses' overall support for officers' careers, the impact of officers' careers on: (1) family stability, (2) a desirable place to live, and (3) the opportunity of their spouses to develop their interests.

**Career Planning.** The largest domain of items and scales was devoted to the officer's career planning activities. Issues covered in the questionnaires were as follows:

1. **Career-information sources**--officers were asked to indicate the extent to which various agencies or materials imparted accurate and honest information, the frequency with which these sources were consulted, their availability, and their influence on the officers--five dimensions in all. That is, each of a variety of sources, such as the commanding officer, department head, detailer, *Perspective* (the primary publication used by the Navy to disseminate timely and practical information to all the officer corps), the *Navy Times*, etc. were rated on a 7-point scale on the aforementioned dimensions (honesty, etc.). Scales were formed for each agency or material across the five dimensions.

2. **Career decision-making**--a scale was formed with alphas of .94 and .86 in which officers were asked how far in advance they began various activities (time continuum supplied). Some of the activities were: (a) seeking the advice of a senior officer, (b) considering choices of types of billets, and (c) discussing possible assignments with spouse/family.

3. **Career counseling**--single items asked officers to indicate the extent to which they had been counselled on: (a) the Navy's values and norms, (b) "blind alleys," and (c) "ticket punching" requirements. Other items centered on the needs of individuals for a special officer counseling system, the extent to which their counseling needs have been met in the Navy, and available role models.

4. **Content of decision process**--a single item examined the extent to which officers' personal desires determined the career choices they made versus the weight they gave to their careers. Officers were also asked to compare the probability of obtaining a variety of job- and life-related outcomes in the Navy versus the civilian sector. An omnibus scale emerged with T1 and T2 alphas of .84. Other items examined the extent to which officers believed that the Navy wanted them to remain in the Navy and the attractiveness of the career path.

5. **Career decisions**--officers were asked whether they had made a decision to move their careers in a particular direction, had rejected this option, or were undecided. Some of the career decisions presented were to request Naval Postgraduate School, obtain a proven subspecialty, strive for command, and strive for the grade of captain.

6. **Billets**--officers were requested to rate various billets with respect to their personal desirability (1982 questionnaires only) and their professional desirability. Billet listings were

specially tailored to each URL community, although a few billets were common to all the communities. In some cases, the billets were grouped by grade.

Appendix A presents the scales used in the research and the T1 and T2 alphas computed across URL communities. Appendix B contains the T2 Aviation Career Officer Questionnaire, which is typical of all the Career Questionnaires. This Appendix also categorizes all the items into the general classes discussed above.

### **Designator-change, Resignation, and Retirement Questionnaires**

As mentioned, additional questionnaires were sent to individuals who had completed a Career Questionnaire at T1 and then switched designators, attrited, or retired by the time the T2 Career Questionnaires were readministered. Table 2 summarizes the special classes of variables that were examined for these individuals. The definitions of variable classes are specific enough to obviate the need for further elaboration in the text on the measures themselves.

Appendix C presents the Designator-change, Resignation, and Retirement Questionnaires. For cross-referencing, information is given in Table 2 to allow the reader to find the actual items involved. For example, the items addressing "Why Individuals Switched Designators" can be found on page C-5, Section C, Items 3a through 3t.

Two forms of the Resignation Questionnaire were developed, one for AWOs and SWOs, and one for GenURL officers. The two forms were the same, with the following exceptions. The GenURL form included seven items that examined issues unique to the GenURL officer (e.g., whether they are perceived as equal in stature by SWOs), and three open-ended questions concerned with GenURLs' preparation for civilian careers and the adjustments they made after leaving the Navy.



**Table 2**

**Special Classes of Variables Examined in the Project with Respect to  
Officers Who Switched Designators, Attrited, or Retired**

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**Why Individuals Switched Designators (Appendix C, p. C-5, Section C, Items 3a through 3t)**

**Work Factors**

These factors included challenge, amount of stress, technical control of work, and a variety of other aspects.

**Career Factors**

These factors involved preparation for a civilian career, opportunity for promotion, a clearer career path, etc.

**Professional Development**

Reasons here centered on the opportunity to utilize one's technical education, recognition for technical accomplishments, the desire to develop greater technical skills, etc.

**Personal Factors**

Some reasons examined here were to spend more time with family and to allow spouses to develop their own interests, or people had been physically unable to continue in their previous communities.

**Materiel Professional (MP) Designator (Appendix C, p. C-12, Section I)**

Eleven items (5a through 5k) addressed the major issues connected with the MP Designator, which requires expertise in the acquisition of weapon systems. The primary issue addressed was the kinds of experiences and training that are necessary to produce skilled personnel in the MP field.

**Issues Concerning Resignation**

**The Turnover Decision (Appendix C, pp. C-16-18, Section C, Items 1-3, 5, 16-18)**

Factors identified here included experiences with detailers, reactions to Navy policies, various work aspects, fringe benefits, and leadership quality.

**Social Support (Appendix C, p. C-19, Section D)**

Issues here revolved around the commanding officer, the detailer, spouse, friends and relatives, and whether or not they accepted individuals' decisions to leave the Navy, made the transition to civilian life easier for individuals, encouraged them to reverse their decisions, and gave support to individuals while they were making their decisions to submit their letters of intent.

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**Table 2 (Continued)**

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**Family and Career (Appendix C, p. C-20, Section E)**

The thrust here was the impact of officers' careers on their families, children, and friends, and the impact of these individuals on officers and their intent to leave the Navy.

**Issues Concerning Retirement**

**Retirement from the Navy (Appendix C, pp. C-28-29, Section C, Items 1-6)**

Variables included the circumstances that would have kept individuals in the Navy for a longer period of time, their emotional attitude toward changing to the civilian realm (challenge or obstacle), and the adequacy of their preparation for civilian work.

**Job Hunting and Career Transition (Appendix C, pp. C-30-31, Section D, Items 1-3)**

Various factors were identified from the research literature that facilitate or hinder civilian job hunting and career transition, such as worry about meeting financial obligations, support from family and friends, physical health, and individuals' confidence in their ability to make the right career decisions. Another salient area was the types of resources used, such as interest or aptitude tests, advertisements, placement agencies, etc.

**Civilian Job Situation and History (Appendix C, pp. C-24-28, Section B, Items 1-13)**

One focus was on the jobs individuals had obtained since their retirement from the Navy, as well as types of courses taken, formal degrees received, and retraining experiences. A second focus was the comparison between their naval careers and their chosen civilian careers in areas such as job characteristics, supervisor traits, work group dynamics, and organizational performance, as well as social support, prestige, level of skills and knowledge required, authority over people, income level, etc.

**Adjustment to Civilian Life (Appendix C, pp. C-31-34, Section E, Items 1-4)**

Variables included the ease or difficulty with which individuals made the adjustment at various points in time, and satisfaction comparisons between naval and civilian life on issues such as clarity of purpose and meaning in life, worth as a person, standard of living, and feelings of competence at work.

**Evaluation of Navy Retirement System (Appendix C, p. C-33, Section F, Item 1)**

This item asked officers to comment on the retirement system (its strong-points, weak-points, ways it needs to be changed, the erosion of benefits, etc.)

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## **SAMPLING STRATEGIES**

### **FY82 Questionnaires (Time1)**

Three URL communities served as the foundation for the project. These communities were SWOs, AWOs, and GenURL officers. The submarine community was asked to participate, but declined. SWOs consisted of designators 1160, 1165, 1110, and 1115, but excluded individuals who were nuclear-qualified because of their unique career paths. Aviators consisted of pilots (designators 1310, 1315, 1390, and 1395) and naval flight officers (NFOs) (designators 1320, 1325, 1370, 1375). GenURL officers consisted of designators 1100, 1105, and 1107, but excluded individuals commissioned through the NUPOC Program because they were atypical of the GenURL community. The total number of officers in these three communities was 32,769.

The T1 strategy consisted of determining statistically how many individuals should be sent a questionnaire out of the entire population of URL officers. This decision was made separately for each of the three URL communities examined in the project, and for each of the commissioning years, 1961 through 1980. It was assumed in the statistical calculations that 50 percent of the officers would return their questionnaires.

Appendix D provides the technical details of the sampling strategy and the statistical calculations that were done at T1.

### **FY86/7 Questionnaires (Time2)**

As part of the basic design of the study, the T2 Career Questionnaires were sent to individuals who had completed a T1 Career Questionnaire and who had been commissioned between 1961 and 1980. However, since repeated-measures data are valuable, questionnaires were also sent to everyone who had completed a T1 questionnaire who had not been commissioned within this band of years. In addition, as mentioned, questionnaires were sent to individuals who had entered the Navy after the T1 questionnaires had been administered (commissioning years 81 through 85). Furthermore, since the GenURL community has so few senior officers, all lieutenant commanders (LCDRs) through captains (CAPTs) who had not completed a T1 questionnaire were sent a questionnaire at T2. Inclusion of the 81 through 85 commissioning years produced a cross-sectional sample that could effectively address the Navy's interest in topical issues, such as the Aviation Duty Officer Program, the SWO's department head career path change, and the GenURL's new dual-career track.

Everyone who had completed a T1 Career Questionnaire, had switched designators, and was still in the Navy at T2 was sent a Designator-change Questionnaire. The sample was also expanded to include everyone who currently had a Materiel Professional Designator, whether or not they had completed a T1 questionnaire.

The AWO/SWO Resignation Questionnaire was sent to everyone who had completed a T1 Career Questionnaire, had attrited since then, and was currently in the Naval Reserves (the only persons for whom addresses were available). This sample was supplemented by Naval Reserve Officers who had attrited, but not completed T1 questionnaires. The GenURL Resignation Questionnaire was also sent to individuals who had not completed T1 questionnaires, but had attrited since that time. The same basic procedure was followed for the Retirement Questionnaire as was followed for the Resignation Questionnaires with the exception of the Naval Reserve address limitation.

Appendix D presents statistics on the number of individuals sent the Career, Resignation, Retirement, and Designator-change Questionnaires at T2.

Figure 1 presents all the samples in the project.

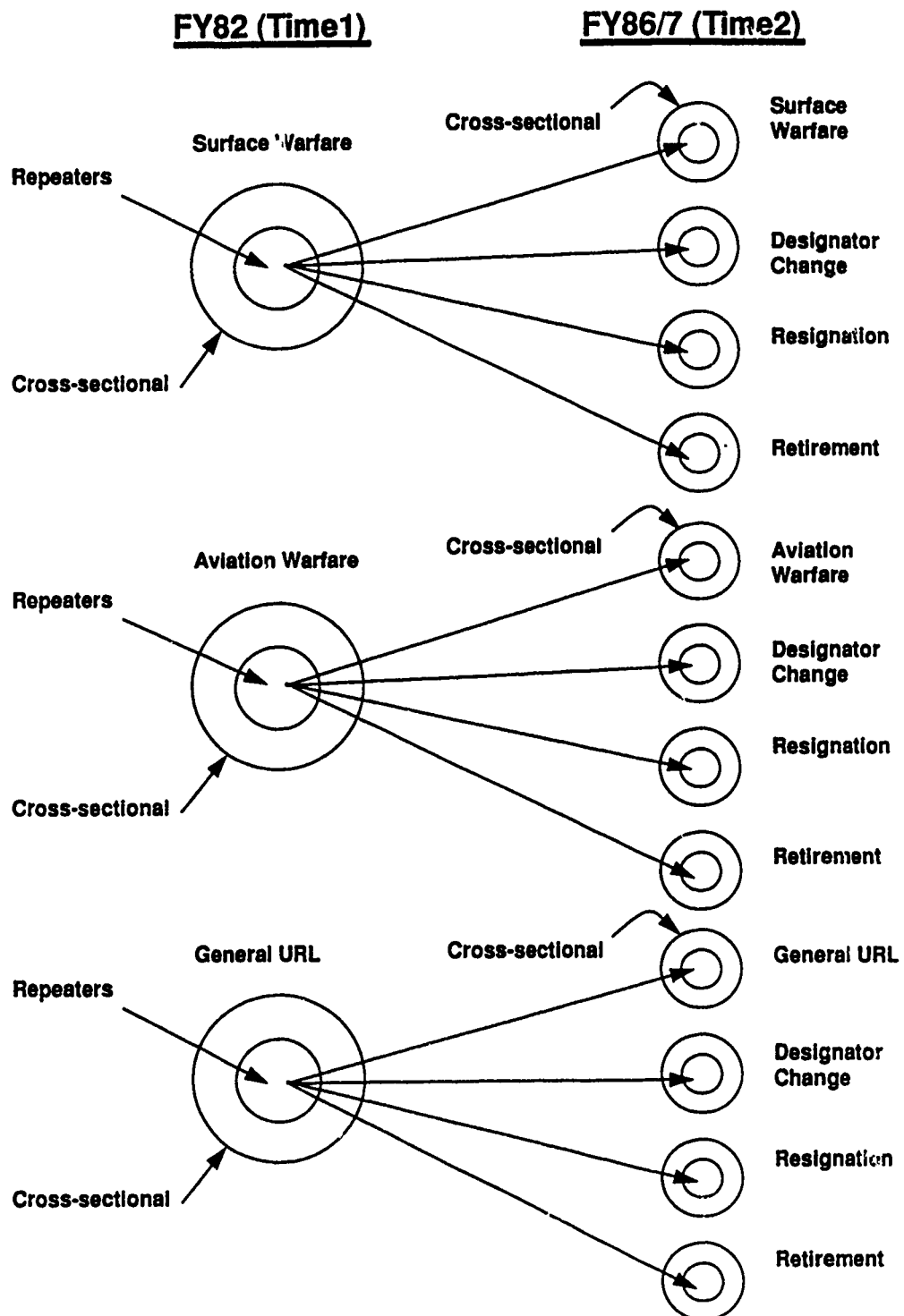


Figure 1. Samples.

## **SAMPLE CHARACTERISTICS AND REPRESENTATIVENESS**

### **Analyses**

A myriad of analyses were possible, given the large number of samples in the project. The ones selected for this report address the following issues:

1. The demographics of the Career Questionnaire "repeater" samples. These analyses dealt with individuals who completed a Career Questionnaire at both T1 and T2. For example, one set of analyses dealt with individuals who completed both a T1 and T2 AWO Career Questionnaire. Specifically, analyses determined the characteristics of individuals at T1 and then determined their characteristics 4 years later at T2.

2. The representativeness of all repeater samples. For example, consider two sets of individuals: (a) those who completed an AWO Career Questionnaire at both T1 and T2 (responders), and (b) those who completed a T1 AWO Career Questionnaire, but did not complete a T2 AWO Career Questionnaire, even though they were still in that community (nonresponders).<sup>1</sup> Analyses determined whether the T1 characteristics of the responders, such as grade, were the same as those of the nonresponders (i.e., whether the responders were representative of the entire T1 AWO sample). Analyses were done for each of the T2 questionnaire samples (attriters, retirees, designator-change transfers, etc.). It should be noted that "representativeness," as used here, addresses the similarity of a sample (T2 respondents) with another, larger sample (all T1 participants) instead of a sample with a population.

3. The extent to which the T1 and T2 Career Questionnaire cross-sectional samples represented their respective populations. Analyses were done for each URL community within each time frame (T1 and T2), six sets of analyses in all.

4. The characteristics of individuals in the T2 cross-sectional sample who had completed a Designator-change, Resignation, or Retirement Questionnaire.

Appendix E elaborates Paragraphs (2) and (3).

### **Demographics of Career Questionnaire Repeater Samples**

Statistics are compared in this section from the two time periods for each of the URL communities. There were 2,517 AWOs who completed both the T1 and T2 Career Questionnaires. The corresponding figures for SWOs and GenURLs were 1,219 and 414, respectively.

For both AWOs and SWOs, there were no ensigns (ENSs) or lieutenant junior grade (LTJG) officers in the sample at T2 because of promotions that had occurred between FY82 and FY86/7. There were also considerably more commanders (CDRs) and CAPTs by T2 for both these communities. Statistics for GenURLs need an introduction. The GenURL community originated in 1971 with small numbers of accessions in its early years. Thus, the T1 sample was composed primarily of ENSs, LTJGs, and lieutenants (LTs), with few LCDRs and even fewer CDRs. The T2

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<sup>1</sup>"Nonresponders" in the present report does not imply that individuals received a questionnaire and decided not to complete it. Indeed, they may not have even received the questionnaire sent to them.

sample contained an appreciably greater percentage of LTs and LCDRs, with no appreciable increase in the percentage of CDRs.

Both the AWO and SWO communities at both T1 and T2 evidenced between 50 and 60 percent undergraduate majors in the social sciences, while GenURLs evidenced over 70 percent. All the communities were characterized by a greater percentage of subspecialties, proven subspecialties, and masters degrees by T2, with the most common focus being management skills and experience.

AWOs and SWOs were fairly evenly distributed across commissioning years 1961 through 1980, the focus of the project. On the other hand, 50 percent of the GenURLs had been commissioned between 1978 and 1980, and an additional 25 percent in 1973, 1974, or 1977. The greatest numbers of AWOs had received their commissions from the Naval Academy and the Officer Candidate School; SWOs (placed in rank-order from highest to lowest) from the Naval Academy, Officer Candidate School, and the Naval Reserve Officer Training Corps (NROTC) Regular Program. Most of the GenURLs received their commissions from Officer Candidate School.

At both T1 and T2, the greatest percentages of AWOs were in the following types of squadrons (placed in rank-order from highest to lowest): combat, patrol, helo, combat support, and passive air electronic reconnaissance. There was approximately a 60:40 split, pilots to NFOs, at both T1 and T2. A greater percentage of AWOs and SWOs were in shore billets at T2 than at T1, having transitioned to managerial positions as they advanced in their careers.

Close to 80 percent of the AWOs and SWOs were married at both T1 and T2, while only 50 percent of the GenURLs were married at these two points in time.

Appendix F elaborates the results for the three URL communities.

### **Representativeness of All Repeater Samples**

Table 3 presents the sample sizes (*N*s) for each of the respondent and nonrespondent repeater files. For example, the first block of data in the table indicates that of all the individuals completing a T1 AWO Career Questionnaire, 69.8 percent (*N* = 2,517) also completed a T2 Career Questionnaire, while 30.2 percent (*N* = 1,089) did not complete a T2 AWO Career Questionnaire. The percentages of GenURL respondents for the Resignation Questionnaire (8.7) and the Designator-change Questionnaire (3.1) were extraordinarily low and were unacceptable. In contrast, a surprisingly large percentage of GenURLS (60.9) responded to the Retirement Questionnaire--unlike individuals who resigned or changed designators, they were satisfied enough to complete 20-year careers and to answer questions about their careers. Additional research would be needed to explain why GenURL response rates were considerably lower than SWO and AWO response rates for the Resignation and Designator-change Questionnaires.

Responders and nonresponders for the AWO groups just discussed, and for all such pairs in the table, were compared on six variables to see if they evidenced the same characteristics at T1. The six variables were grade, commissioning year, source of commissioning (Naval Academy, Officer Candidate School, etc.), subspecialty, presence of a proven subspecialty, marital status, and undergraduate major. For AWOs, subcommunity (e.g., composite helicopter (HC)) was also examined.

**Table 3**  
**Number of Respondents and Nonrespondents for Repeater Samples**

	AWO		SWO		GenURL	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<b>Career Questionnaires</b>						
Respondents	2,517	69.8	1,219	74.0	414	69.0
Nonrespondents	1,089	30.2	429	26.0	186	31.0
<b>Resignation Questionnaires</b>						
Respondents	234	36.6	185	39.4	22	8.7
Nonrespondents	405	63.4	285	60.6	230	91.3
<b>Retirement Questionnaire</b>						
Respondents	345	62.4	289	67.8	14	60.9
Nonrespondents	208	37.6	137	32.2	9	39.1
<b>Designator-change Questionnaire</b>						
Respondents	109	60.6	138	68.7	1	3.1
Nonrespondents	71	39.4	63	31.3	31	96.9

Results indicated that there were few statistically and practically significant differences between responders and nonresponders. Those of note were as follows. For both AWOs and SWOs, individuals who completed the Resignation Questionnaire were less likely to have been classified by the Navy as "unqualified, general" than were individuals who had attrited but not completed a Resignation Questionnaire.

For AWOs who had switched designators, the nonresponder sample, as compared with the responder sample, was comprised of fewer CDRs at T1 (15% vs. 32%), more LTJGs (21% vs. 3%), more individuals with recent commissioning years (1977 through 1980) (42% vs. 12%), more officers whose commissions were received from reserve sources (47% vs. 29%), and fewer officers who had earned their commissions through the NROTC Regular Program (11% vs. 27%).

For SWOs who had retired, more nonresponders than responders had acquired subspecialties through the experiential route at T1 (33% vs. 16%).

## **Representativeness of Cross-sectional Career Questionnaire Samples**

### **Analytical Issues**

Were samples representative? That is, could one feel safe in generalizing from sample results (e.g., the mean response for a questionnaire item) to the population? This question is usually answered by looking at the composition of the sample on various demographic variables and comparing such results with those for the population. Two types of comparisons were made. The first concerned any given level of a variable, such as grade. Had enough ENSs, for example, been sampled to generalize their survey results to the entire population of ENSs (e.g., AWO ENSs)? The second type of representativeness related to the question: Could the survey results for the sample as a whole be generalized to the population? Here, the researchers examined the mix of individuals in the sample (e.g., the grade mix). To generalize survey results, the proportions for each grade in the sample had to match those of the population.

A variety of variables were examined in determining whether or not a sample was representative. Variables included rank, commissioning year, marital status, subspecialties, highest educational level attained, undergraduate major, and commissioning source. For aviators, squadron membership and the ratio of pilots to NFOs were also examined.

Appendix G amplifies the analytical issues connected with the sample representativeness of the cross-sectional samples and presents complete results. The text that follows summarizes the representativeness findings.

### **Results**

Specific levels of some variables were unrepresentative, primarily for GenURL officers at T1. For GenURLs, these variables included commissioning year, subspecialty area, undergraduate major, and commissioning source. It is important to note, however, that variable levels most typifying this community were representative; for example, officers with a management subspecialty represented the population well, as did those with a social science's undergraduate degree, and those receiving their commissions from Officer Candidate School. Only T1 SWOs were unrepresentative on two variables overall: grade and commissioning year. That is, the mixes of individuals on these variables were significantly different in the samples than they were in the



populations. All other variables, at both T1 and T2 and for all communities, were representative, as were most variable levels.

### **Attritors, Retirees, and Designator-change Transfers: FY86/7 Cross-sectional Sample**

The purpose of this section is to describe the cross-sectional samples for the Warfare Officer Resignation Questionnaire ( $N = 1,276$ ), the GenURL Resignation Questionnaire ( $N = 120$ ), the Retirement Questionnaire ( $N = 757$ ), and the Designator-change Questionnaire ( $N = 400$ ).

#### **Warfare Officer Resignation Sample**

Forty-eight percent of the sample had been SWOs, 39 percent had been pilots, and 13 percent had been NFOs. Most AWOs and SWOs were LTs when they attrited, having been commissioned between 1974 and 1980. Close to 9 in 10 former officers reported that their fitness reports had been in the top 1 or 5 percent. A total of 32 percent of the aviators had been in patrol squadrons; 30 percent, in combat squadrons; 17 percent, in combat support squadrons; 11 percent, in helo squadrons; 4 percent in passive air electronic reconnaissance squadrons; and, 6 percent, in other squadrons. These percentages did not vary appreciably from active duty Navy percentages. Seventy-five percent were currently married, and 50 percent had children. Twenty-five percent indicated that their income was over \$50,000; 43 percent, between \$50,000 and \$35,001; and, 32 percent, \$35,000 or below.

#### **General Unrestricted Line Resignation Sample**

Most of the GenURL officers were LTs at the time of their resignation, having been commissioned between 1977 and 1982. Two-thirds of them indicated that their fitness reports had typically been in the top 1 or 5 percent. Forty-six percent were married, with 76 percent of them reporting that they had no children. Thirty-eight percent were currently making less than \$20,000 per year. The rest were fairly equally distributed across the following categories: \$20,000 to \$27,500, \$27,501 to \$35,000, \$35,001 to \$42,500, and \$42,501 and above.

Appendix H amplifies the results for the two resignation questionnaire samples.

#### **Retirement Sample**

Six percent had previously been GenURL officers; 43 percent, SWOs; 31 percent, pilots; and, 20 percent, NFOs. Eighty-two percent were working full-time after their retirement from the Navy, only 5 percent were not working and not looking for work. Eighty-four percent of the retirement sample had been commissioned between 1961 and 1966. Forty-four percent retired as LCDRs, 50 percent as CDRs, and the rest as CAPTs. Twenty-four percent were now making more than \$65,000, and the remainder were fairly equally distributed as follows: 16 percent, less than \$27,501; 11 percent, between \$27,501 and \$35,000; 15 percent, between \$35,001 and \$42,500; 12 percent, between \$42,501 and \$50,000; 11 percent, between \$50,001 and \$57,500; and, 11 percent, between \$57,501 and \$65,000. Eighty-seven percent were married.

### **Designator-change Sample**

Of the 400 individuals in the cross-sectional sample who completed this questionnaire, 50.2 percent had been SWOs ( $n = 201$ ); 29.7 percent, pilots ( $n=119$ ); 12.8 percent, NFOs ( $n = 51$ ); and 5.8 percent, special warfare officers ( $n = 23$ ); with the remaining percentage (1.5) ( $n = 6$ ) being split among GenURLs, officers who had not received their wings (designators 1300 or 1305), and restricted line officers. Officers switched to two primary areas (i.e., 40.5% switched to restricted line and 39.0% switched to Materiel-Professional). A total of 46.2 percent who changed designators had been commissioned between 1974 and 1980. Overall, there was a tendency for individuals to switch designators between 7 and 13 years of naval service. All individuals had been LTs or above when they switched; more specifically, 18.0 percent had been LTs; 30.9 percent, LCDRs; 26.4 percent, CDRs; 22.4 percent, CAPTs; and, 2.3 percent, admirals. A total of 84.1 percent were currently married. Of the single individuals, 32.5 percent were single parents.

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\*Referenced in Appendices D and G.

**APPENDIX A**  
**QUESTIONNAIRE SCALES**

## **QUESTIONNAIRE SCALES**

The questionnaire items composing each scale are presented in abbreviated form in this Appendix. The section and number of the item within the questionnaire are given in parentheses. (For example, I-3 means Section I, Item 3. Similarly B-1k is Section B, Item 1k.) All references are to the Time2 "Aviation Warfare Officer Career Questionnaire" that is contained in Appendix B.

**CARSAT - Evaluation of career choices.**

**Items in the scale:**

1. The more I think about it, the more I feel I made a bad move in entering my career... (R) (I-2)
2. I thoroughly enjoy my career... (I-6)
3. I take great pride in my career... (I-10)
4. I feel very good about my career... (I-14)
5. I definitely feel that I am in the wrong career... (R) (I-18)

**SCALE STATISTICS (1986)**

- Coefficient Alpha: .87
- Scale Mean: 5.76
- Standard Deviation: 1.11
- N: 4066

**SCALE STATISTICS (1982)**

- Coefficient Alpha: .85
- Scale Mean: 5.81
- Standard Deviation: 1.06
- N: 5429

OCCSAT - Satisfaction with one's present occupation, field of work.

Items in the scale:

1. I am very satisfied with my occupation... (I-3)
2. I thoroughly enjoy my field of work... (I-7)
3. I would feel happier with a different occupation... (R) (I-11)
4. I definitely feel that I am in the right field of work... (I-15)
5. I am very sorry I chose my occupation... (R) (I-19)

SCALE STATISTICS (1986)

- Coefficient Alpha: .87
- Scale Mean: 5.59
- Standard Deviation: 1.32
- N: 4066

SCALE STATISTICS (1982)

- Coefficient Alpha: .89
- Scale Mean: 5.57
- Standard Deviation: 1.16
- N: 5444

ORGSAT - Organizational Commitment Sub-Scale.

Items in the scale:

1. I talk up the Navy to my friends as a great organization to work for... (I-4)
2. I am proud to tell others that I am part of the Navy... (I-8)
3. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined...(I-12)
4. For me this is the best of all possible organizations for which to work...(I-16)

SCALE STATISTICS (1986)

- Coefficient Alpha: .82
- Scale Mean: 5.43
- Standard Deviation: 1.08
- N: 4071

SCALE STATISTICS (1982)

- Coefficient Alpha: .82
- Scale Mean: 5.42
- Standard Deviation: 1.01
- N: 5488



LOCSAT - Satisfaction with one's present location.

Items in the scale:

1. I am fortunate to be located where I am... (I-5)
2. I thoroughly enjoy my location... (I-9)
3. I am very satisfied with my present location... (I-13)
4. I would be more satisfied in a different location... (R) (I-17)

SCALE STATISTICS (1986)

- Coefficient Alpha: .93
- Scale Mean: 4.98
- Standard Deviation: 1.60
- N: 4071

SCALE STATISTICS (1982)

- Coefficient Alpha: .92
- Scale Mean: 4.98
- Standard Deviation: 1.58
- N: 5469

KNOWLEDG - Detailer's knowledge of policies, billets etc.

Items in the scale:

1. Knowledge of current policy trends... (D-11a)
2. Knowledge of which billets are available... (D-11b)
3. Knowledge of requirements and duties of available billets...(D-11c)
4. Knowledge of my career development needs...(D-11d)

SCALE STATISTICS (1986)

- Coefficient Alpha: .89
- Scale Mean: 5.05
- Standard Deviation: 1.44
- N: 3879

SCALE STATISTICS (1982)

- Coefficient Alpha: .88
- Scale Mean: 5.25
- Standard Deviation: 1.24
- N: 3588

INTER - Evaluation of Detailer's interpersonal skills.

Items in the scale:

1. Returns telephone call... (D-11f)
2. Shares information... (D-11g)
3. Knowledgeable of previous communications... (D-11h)
4. Responds to correspondence... (D-11m)
5. Availability... (D-11n)
6. What (s)he says can be trusted... (D-11i)
7. Looks out for my best interests... (D-11j)
8. Listens to my problems, desires, needs, etc... (D-11k)
9. Provides useful career counseling... (D-11L)
10. Knows personal desires... (D-11e)

SCALE STATISTICS (1986)

- Coefficient Alpha: .95
- Scale Mean: 4.28
- Standard Deviation: 1.55
- N: 3449

SCALE STATISTICS (1982)

- Coefficient Alpha: .94
- Scale Mean: 4.72
- Standard Deviation: 1.40
- N: 2848

INTRINS - Evaluation of intrinsic factors of  
present job and related duties.

Items in the scale:

1. Challenge... (C-4a)
2. Use of skills and abilities... (C-4c)
3. Interesting duties... (C-4g)
4. Adventure... (C-4i)
5. Sense of accomplishment... (C-4j)
6. Opportunity to grow professionally... (C-4k)
7. Doing something important... (C-4L)

SCALE STATISTICS (1986)

- Coefficient Alpha: .93
- Scale Mean: 5.20
- Standard Deviation: 1.47
- N: 4042

SCALE STATISTICS (1982)

- Coefficient Alpha: .91
- Scale Mean: 5.20
- Standard Deviation: 1.27
- N: 5184

EXTRINS - Evaluation of extrinsic factors of  
present job and related duties.

Items in the scale:

1. Working environment... (C-4d)
2. Hours of work required... (C-4e)
3. Work pressure... (C-4f)
4. Ability to plan and schedule activities... (C-4h)

SCALE STATISTICS (1986)

- Coefficient Alpha: .82
- Scale Mean: 4.61
- Standard Deviation: 1.46
- N: 4091

SCALE STATISTICS (1982)

- Coefficient Alpha: .79
- Scale Mean: 4.57
- Standard Deviation: 1.32
- N: 5421

COMMAND - Evaluation of command.

Items in the scale:

1. Command... (C-5a)
2. Type duties... (C-5b)
3. Superiors... (C-5c)
4. Immediate subordinates... (C-5d)
5. Wardroom/ready room/peers... (C-5e,f)

SCALE STATISTICS (1986)

- Coefficient Alpha: .76
- Scale Mean: 4.07
- Standard Deviation: .79
- N: 3814

SCALE STATISTICS (1982)

- Coefficient Alpha: .80
- Scale Mean: 3.92
- Standard Deviation: .80
- N: 5180

CHOICES - Initiation of Career planning activities.

Items in the scale:

1. Specifically seeking the advice of a senior officer... (D-7b)
2. Specifically seeking the advice of a peer... (D-7c)
3. Considering choices if location... (D-7e)
4. Considering choices of types of billets... (D-7f)
5. Considering choices of types of duties... (D-7g)
6. Discussing possible assignments with my spouse/family... (D-7d)

SCALE STATISTICS (1986)

- Coefficient Alpha: .86
- Scale Mean: 2.35
- Standard Deviation: 1.21
- N: 3761

SCALE STATISTICS (1982)

- Coefficient Alpha: .94
- Scale Mean: 2.51
- Standard Deviation: 1.23
- N: 4439

FIELD - Evaluation of detailer field trip meeting.

Items in the scale:

1. Did it provide clarification of assignment policies and practices?... (D-14a)
2. Did it give you an appreciation of officer career paths and alternatives?... (D-14b)
3. Did it resolve some assignment problems you had?... (D-14c)
4. Was it conducted in an open and honest manner?... (D-14d)
5. Was it a useful and beneficial meeting?... (D-14e)

SCALE STATISTICS (1986)

- Coefficient Alpha: .88
- Scale Mean: 4.42
- Standard Deviation: 1.47
- N: 1949

SCALE STATISTICS (1982)

- Coefficient Alpha: .86
- Scale Mean: 4.74
- Standard Deviation: 1.30
- N: 3645



WKCHAR - Evaluation of work characteristics in the Navy versus expectations of obtainment in a civilian career.

Items in the scale:

1. Interesting and challenging work... (E-7a)
2. Own initiative... (E-7f)
3. Recognition... (E-7m)
4. Responsibility... (E-7n)
5. Variety of assignments... (E-7r)
6. Promotional opportunities... (E-7t)
7. Quality of superiors... (E-7p)
8. Educational opportunities... (E-7s)
9. Social relationships... (E-7u)
10. Desirable co-workers... (E-7L)

SCALE STATISTICS (1986)

- Coefficient Alpha: .84
- Scale Mean: 4.76
- Standard Deviation: .83
- N: 4061

SCALE STATISTICS (1982)

- Coefficient Alpha: .84
- Scale Mean: 4.84
- Standard Deviation: .89
- N: 5405

CO - Evaluation of CO/ISIC as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1a |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .84
- Scale Mean: 5.01
- Standard Deviation: 1.43
- N: 3429

SCALE STATISTICS (1982)

- Coefficient Alpha: .84
- Scale Mean: 5.16
- Standard Deviation: 1.37
- N: 4477

DETAILER - Evaluation of Detailer as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1g |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .85
- Scale Mean: 3.77
- Standard Deviation: 1.46
- N: 3842

SCALE STATISTICS (1982)

- Coefficient Alpha: .80
- Scale Mean: 4.30
- Standard Deviation: 1.30
- N: 4451

PERSPEC - Evaluation of Perspective as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1h |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .80
- Scale Mean: 4.67
- Standard Deviation: 1.20
- N: 3714

SCALE STATISTICS (1982)

- Coefficient Alpha: .81
- Scale Mean: 4.74
- Standard Deviation: 1.30
- N: 4061

PEER - Evaluation of Peers as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1f |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .78
- Scale Mean: 4.88
- Standard Deviation: 1.07
- N: 3666

SCALE STATISTICS (1982)

- Coefficient Alpha: .78
- Scale Mean: 4.98
- Standard Deviation: 1.05
- N: 4407

OSENIORS - Evaluation of other senior officers in community  
as an information source. .

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1d |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .83
- Scale Mean: 4.88
- Standard Deviation: 1.26
- N: 3477

SCALE STATISTICS (1982)

- Coefficient Alpha: .83
- Scale Mean: 5.04
- Standard Deviation: 1.20
- N: 4217

**SENIOR - Evaluation of senior officers outside of community  
as an information source.**

**Items in the scale:**

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1e |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

**SCALE STATISTICS (1986)**

- Coefficient Alpha: .84
- Scale Mean: 3.97
- Standard Deviation: 1.36
- N: 2974

**SCALE STATISTICS (1982)**

- Coefficient Alpha: .86
- Scale Mean: 4.14
- Standard Deviation: 1.45
- N: 2963

TIMES - Evaluation of Navy Times as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1L |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .82
- Scale Mean: 4.02
- Standard Deviation: 1.24
- N: 2974

SCALE STATISTICS (1982)

- Coefficient Alpha: .83
- Scale Mean: 4.12
- Standard Deviation: 1.31
- N: 3401



MEDIA - Evaluation of public media as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1m |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .74
- Scale Mean: 3.03
- Standard Deviation: 1.11
- N: 3218

SCALE STATISTICS (1982)

- Coefficient Alpha: .76
- Scale Mean: 3.17
- Standard Deviation: 1.20
- N: 2799

GUIDE - Evaluation of URL handbook as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-11 |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .77
- Scale Mean: 3.45
- Standard Deviation: 1.21
- N: 2982

SCALE STATISTICS (1982)

- Coefficient Alpha: .81
- Scale Mean: 3.90
- Standard Deviation: 1.33
- N: 3323

BILLET - Evaluation of "Officer Billet Summary" as an information source.

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1k |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .78
- Scale Mean: 3.74
- Standard Deviation: 1.33
- N: 2907

SCALE STATISTICS (1982)

- Coefficient Alpha: .82
- Scale Mean: 3.98
- Standard Deviation: 1.43
- N: 2950

XO - Evaluation of XO as an information source.

Restricted to the following commissioning years:

- AWO(T1): 79-67
- AWO(T2): 84-72
- SWO & GURL(T1): 80-69
- SWO & GURL(T2): 85-74

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1b |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .86
- Scale Mean: 4.99
- Standard Deviation: 1.43
- N: 2479

SCALE STATISTICS (1982)

- Coefficient Alpha: .85
- Scale Mean: 5.10
- Standard Deviation: 1.38
- N: 3657

DEPTHD - Evaluation of department head as an information source.

Restricted to the following commissioning years:

- AWO(T1): 79-70
- AWO(T2): 84-75
- SWO & GURL(T1): 80-74
- SWO & GURL(T2): 85-79

Items in the scale:

- |                    |   |      |
|--------------------|---|------|
| 1. Use...          | } | B-1c |
| 2. Accuracy...     |   |      |
| 3. Honesty...      |   |      |
| 4. Availability... |   |      |
| 5. Influences...   |   |      |

SCALE STATISTICS (1986)

- Coefficient Alpha: .92
- Scale Mean: 6.71
- Standard Deviation: 1.73
- N: 3889

SCALE STATISTICS (1982)

- Coefficient Alpha: .86
- Scale Mean: 5.50
- Standard Deviation: 1.23
- N: 2772

**APPENDIX B**  
**AVIATION OFFICER CAREER QUESTIONNAIRE<sup>1</sup>**

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<sup>1</sup>Time2.

## QUESTIONNAIRE ITEMS BY CATEGORY

This appendix categorizes items found in the Time2 "Aviation Officer Career Questionnaire." For example, under "Demography and Personal History," one sees that Items 1 through 5 in Section A are concerned with demography and personal history, as are Items 7 through 12 in that section. All the items in the questionnaire are classified into one of the six areas presented, finishing with "Career Planning."

### Demography and Personal History

Section A, Items 1-5 (in the rest of the listing, the following shorthand notation will be used: A 1-5), A 7-12, C 1-3, E22, F1, I 20-23, J.

### Work and Career Experiences

Present tour job satisfaction (C4 a-1); overall present tour satisfaction (C5 a-f); career satisfaction, location satisfaction, and organizational commitment (I 2-19); miscellaneous (E5 e-i, E11).

### Organizational-Individual Interface

Career Management: D 3-5, D 8-12, D 13-17, E4, E5b, F 2-5, F15, F16, F20, F21, GB2.

Career Policy and Practices: E5 b-d.

Miscellaneous: GB 3-6.

### Education and Training

H 1-18.

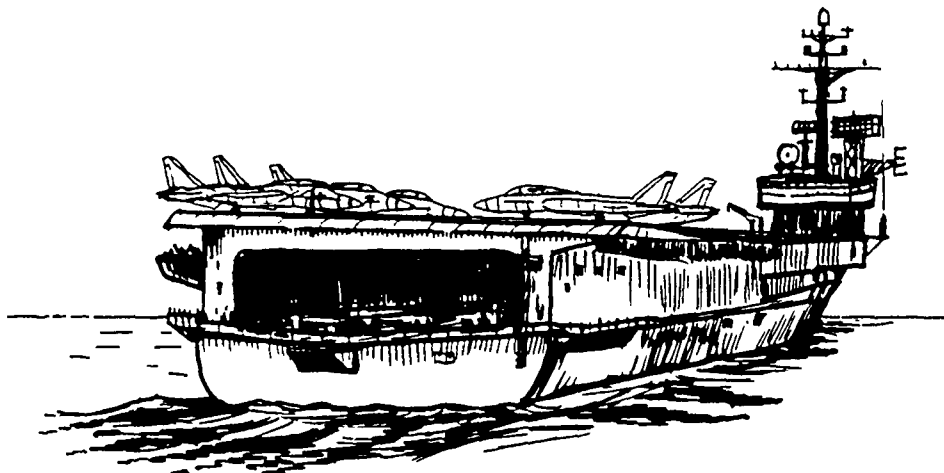
### Extraorganizational Factors

GA 1-12, G13 a-b, f-g; GB 1-6.

### Career Planning

Career information sources: B1 a-n, E21. Career decision making: D1, D6, D7, E13, E18, E20. Career counseling (and modeling): F 6-13, F 17-19. Content of decision process: D2, E2, E3, E7 a-v, E10, E16, E17, F14, F22, H19. Career decisions: E1, E6, E8, E12, E14, E15, E19, I1, I24. Billets: E9 a1 to e15 (48 items).

# AVIATION OFFICER CAREER QUESTIONNAIRE



**NAVY PERSONNEL  
RESEARCH and DEVELOPMENT CENTER**  
San Diego, California 92152-6800



B-2



# OFFICER CAREER QUESTIONNAIRE

## MARKING INSTRUCTIONS

USE NO. 2 PENCIL ONLY

- Read each question carefully. Make a **HEAVY BLACK MARK** that **FILLS THE CIRCLE** representing your answer.
- Please do not make stray marks of any kind.

INCORRECT MARKS:



CORRECT MARKS:



## PRIVACY ACT NOTICE

Under the authority of 5 USC 301, information regarding your background, attitudes, experiences, and future intentions in the Navy is requested to provide input to a series of studies on officer career processes and retention. The information provided by you will not become part of your official record, nor will it be used to make decisions about you which will affect your career in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgement of these Privacy Act provisions.

## A. BACKGROUND INFORMATION

### 1. Social Security Number:

Print your Social Security No. in the boxes provided. Then fill in the appropriate circle below each number.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

### 2. Current designator:

1			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

### 2a. Aviator type:

- ☐ Pilot  
☐ NFO

Did you answer question 2a?

### 3. Grade:

- ☐ O-1    ☐ O-3    ☐ O-5    ☐ O-7  
☐ O-2    ☐ O-4    ☐ O-6

### 4. Sex:

- ☐ Male    ☐ Female

### 5. Family status:

- ☐ Single    ☐ Married, with children  
☐ Single parent    ☐ Separated/Divorced  
☐ Married, without children    ☐ Other

### 6. Date questionnaire completed:

- ☐ May 86    ☐ Aug 86  
☐ June 86    ☐ Sept 86  
☐ July 86    ☐ Oct 86

### 7. Year awarded wings:

- ☐ 86    ☐ 76-77  
☐ 84-85    ☐ 74-75  
☐ 82-83    ☐ 72-73  
☐ 80-81    ☐ Before 1972  
☐ 78-79    ☐ Not applicable

### 8. Which of the following best describes your warfare specialty community?

- ☐ VAL    ☐ VF    ☐ HM  
☐ VAM    ☐ VP    ☐ HS  
☐ VAW    ☐ VQ    ☐ HSL  
☐ VAQ    ☐ VS    ☐ Other support (e.g., VRC)  
☐ VC    ☐ HC    ☐ Other

### 9. How long have you been a member of the above warfare specialty community?

- ☐ 1-2 years    ☐ 10-14 years  
☐ 3-5 years    ☐ 15 or more years  
☐ 6-9 years

### 10. How many other communities have you been a member of?

- ☐ None    ☐ 2    ☐ 4 or more  
☐ 1    ☐ 3

### 11. Which of the below Surface Warfare qualifications have you obtained?

- ☐ None    ☐ Several but not SWO qualified  
☐ OOD (U)    ☐ Am SWO qualified  
☐ One goal, not OOD (U)

### 12. Approximately how many hours a week do you fly?

- ☐ Duty involves no flying    ☐ 11-15 hours  
☐ Less than 5 hours    ☐ 16-20 hours  
☐ 5-10 hours    ☐ More than 20 hours

## B. INFORMATION USE

1. In reference to your present assignment, evaluate each of the following 14 sources of information according to how much you use them, how accurate, honest, and available they are in providing you with career planning information and guidance, and how much influence each source exerts on your career decisions. Respond using the scale below.

① ————— ② ————— ③ ————— ④ ————— ⑤ ————— ⑥ ————— ⑦ ————— ⑧ —————  
 Very Low                      Moderate                      Very High                      Not Applicable

INFORMATION SOURCE	USE	ACCURACY	HONESTY	AVAILABILITY	INFLUENCE
a. CO/ISIC . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
b. XO . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
c. Department Head . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
d. Other senior officers in my community . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
e. Senior officers outside my community . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
f. Peers . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
g. Detailers . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
h. "Perspective" . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
i. "URL Officer Career Planning Handbook" . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
j. "Commanding Officer's Addendum" . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
k. "Officer Billet Summary" . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
l. Navy Times . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
m. Public media . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧
n. Publications put out only for my community . . . . .	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥ ⑦ ⑧

## C. PRESENT ASSIGNMENT

1. My present tour is:

- ☐ Sea                      ☐ Shore

2. When did you detach from your last assignment?

- ☐ Less than 1 month ago.  
☐ 1 month, but less than 3 months ago.  
☐ 3 months, but less than 6 months ago.  
☐ 6 months, but less than 9 months ago.  
☐ 9 months, but less than 1 year ago.  
☐ 1 year or more ago.  
☐ No reassignment.

3. My PRD is:

- ☐ Less than 1 month from now.  
☐ 1 month, but less than 3 months from now.  
☐ 3 months, but less than 6 months from now.  
☐ 6 months, but less than 9 months from now.  
☐ 9 months, but less than 1 year from now.  
☐ 1 year or more from now.  
☐ Don't know.

4. What is your evaluation of the following aspects of your present job and related duties? Mark one response for each item.

	1	2	3	4	5	6	7
	Very Negative			Neutral			Very Positive
a. Challenge . . . . .	①	②	③	④	⑤	⑥	⑦
b. Separation from family/friends . . . . .	①	②	③	④	⑤	⑥	⑦
c. Use of skills & abilities . . . . .	①	②	③	④	⑤	⑥	⑦
d. Working environment . . . . .	①	②	③	④	⑤	⑥	⑦
e. Hours of work required . . . . .	①	②	③	④	⑤	⑥	⑦
f. Work pressure . . . . .	①	②	③	④	⑤	⑥	⑦
g. Interesting duties . . . . .	①	②	③	④	⑤	⑥	⑦
h. Ability to plan and schedule activities . . . . .	①	②	③	④	⑤	⑥	⑦
i. Adventure . . . . .	①	②	③	④	⑤	⑥	⑦
j. Sense of accomplishment . . . . .	①	②	③	④	⑤	⑥	⑦
k. Opportunity to grow professionally . . . . .	①	②	③	④	⑤	⑥	⑦
l. Doing something important . . . . .	①	②	③	④	⑤	⑥	⑦

5. Overall, how do you evaluate this tour in terms of:

	Highly Unfavor- able	Un- favorable	Neutral	Favorable	Highly Favorable	Not Applicable
a. Squadron/Command . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Type duties . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Superiors . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Immediate subordinates . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Wardroom at sea (the SWOs) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ready room/peers . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. How many months prior to your PRD to your current assignment did you submit a new preference card?

- ☐ 1 to 2 months    ☐ 5 to 6 months    ☐ 9 to 10 months    ☐ More than a year before PRD  
☐ 3 to 4 months    ☐ 7 to 8 months    ☐ 11 to 12 months    ☐ None submitted

2. When I completed my most recent preference card I:

- ☐ Put down choices I personally wanted, regardless of how they might affect my Navy career.  
☐ Put down primarily what I wanted, but tempered them a little with what I thought would help my Navy career.  
☐ Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alike.  
☐ Put down choices which I thought would help my Navy career, but tempered with my personal desires.  
☐ Put down choices which I thought would help my Navy career even though they weren't personally desirable.  
☐ Did not complete one.

3. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card:

	1	2	3	4	5	6	7	8
	Very Poor			Neutral			Very Good	Preference Card Not Sent
a. Location . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. Type Billet . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
c. Type Activity . . . . .	①	②	③	④	⑤	⑥	⑦	⑧

4. During my most recent transfer, I was promised one type of duty or duty station location; however, it was changed in the orders I received before I transferred.

- ☐ No                      ☐ Yes                      ☐ No previous reassignment

5. With respect to your most recent transfer, did your detailer inform you that orders were being forwarded, but they were not received in a timely fashion?

- ☐ No                      ☐ Yes                      ☐ No previous reassignment

6. Have you submitted a new preference card during your current assignment?

- ☐ No                      ☐ Yes

7. When did you begin the following activities in regard to your last reassignment? (Use the following scale to respond to items a through h).

1. Systematically throughout my tour                      5. 3 to 6 months before my PRD  
 2. More than 14 months before my PRD                      6. Within 3 months before my PRD  
 3. 11 to 14 months before my PRD                      7. I didn't do this  
 4. 7 to 10 months before my PRD                      8. Not applicable

a. Contacting your detailer . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. Specifically seeking the advice of a senior officer . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
c. Specifically seeking the advice of a peer . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
d. Discussing possible assignments with my spouse/family . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
e. Considering choices of location . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
f. Considering choices of types of billets . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
g. Considering choices of types of duty . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
h. Contacting a placement officer . . . . .	①	②	③	④	⑤	⑥	⑦	⑧

8. What individual(s) did you use to intervene on your behalf to obtain the assignment you wanted during your last reassignment?

If you had no previous assignment or used no one to intervene on your behalf,

please mark here →

- ☐ No previous assignment  
☐ No one

and go to Question 9.

	Used Individual	Did Not Use Individual
a. My CO/XO/ISIC . . . . .	<input type="radio"/>	<input type="radio"/>
b. CO/ISIC of the billet I wanted . . . . .	<input type="radio"/>	<input type="radio"/>
c. A senior officer in my direct chain of command from my previous assignment . . . . .	<input type="radio"/>	<input type="radio"/>
d. A senior officer from the command of my desired assignment . . . . .	<input type="radio"/>	<input type="radio"/>
e. A senior officer from my command but not in the chain of command of either assignment . . . . .	<input type="radio"/>	<input type="radio"/>
f. A senior officer from outside my community. . . . .	<input type="radio"/>	<input type="radio"/>
g. Other . . . . .	<input type="radio"/>	<input type="radio"/>

9. Which one of the following statements best describes your experience in obtaining your current assignment?

- Ⓐ Haven't been through reassignment.  
 Ⓑ Tended to run smoothly – my detailee located an acceptable billet relatively quickly.  
 Ⓒ Tended to run smoothly, but there was a certain amount of uncertainty and discussion with my detailee along the way.  
 Ⓓ Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.  
 Ⓔ Tended to be a completely frustrating situation. No amount of effort on my part or by others was successful in influencing the system.

10. How effective do you feel each of the following methods are for interacting with your detailee?

	Very Ineffective	Ineffective	So-So	Effective	Very Effective
a. Preference Card . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Letter . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Telephone . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Personal visit . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Detailee field trip . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If you have formed an opinion of your current detailee, evaluate your detailee in the below areas. If not, please evaluate your former detailee.

	1	2	3	4	5	6	7	8
	Very Negative			Neutral			Very Positive	Don't Know
a. Knowledge of current policy trends. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. Knowledge of which billets are available. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
c. Knowledge of requirements and duties of available billets. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
d. Knowledge of my career development needs. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
e. Knowledge of my personal desires. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
f. Returns telephone calls. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
g. Shares information. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
h. Knowledgeable of previous communications. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
i. What (s)he says can be trusted. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
j. Looks out for my best interests. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
k. Listens to my problems, desires, needs, etc. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
l. Provides useful career counseling. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
m. Responds to correspondence. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
n. Availability. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
o. Provides useful career counseling on "tickets to be punched". . . . .	①	②	③	④	⑤	⑥	⑦	⑧
p. Provides useful career counseling on "right contacts" to make. . . . .	①	②	③	④	⑤	⑥	⑦	⑧

12. Which detailee did you evaluate?

☐ Current detailee

☐ Former detailee

13. How many times have you spoken to your current detailee?

☐ 0

☐ 2

☐ 4

☐ 6

☐ 1

☐ 3

☐ 5

☐ 7 or more times

14. If you have attended a detailee field trip meeting in the last two years, to what extent:

	1	2	3	4	5	6	7	8
	Very Little			Some			Very Great	Not Attended
a. Did it provide clarification of assignment policies and practices? . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. Did it give you an appreciation of officer career paths and alternatives? . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
c. Did it resolve some assignment problems you had? . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
d. Was it conducted in an open and honest manner? . . . . .	①	②	③	④	⑤	⑥	⑦	⑧
e. Was it a useful and beneficial meeting? . . . . .	①	②	③	④	⑤	⑥	⑦	⑧

15. I cannot depend upon the detailing system to find a job that I want.

Strongly  
Disagree

Neutral

Strongly  
Agree

①

②

③

④

⑤

⑥

⑦

16. Please indicate your degree of agreement with the below statements. Use the provided scale in answering the statements about the detailer who assigned you to your current command.

- a. I was favorably impressed with the way my detailer handled our interactions. . . . .
- b. My detailer tended to have a closed mind, and thus I could not influence him/her. . . . .
- c. My detailer made a sincere effort to meet my needs or to explain why he/she couldn't. . . . .
- d. The detailer located for me the best billet that he/she could, given the circumstances. . . . .

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	Not Assigned
a. I was favorably impressed with the way my detailer handled our interactions. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. My detailer tended to have a closed mind, and thus I could not influence him/her. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
c. My detailer made a sincere effort to meet my needs or to explain why he/she couldn't. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
d. The detailer located for me the best billet that he/she could, given the circumstances. . . . .	①	②	③	④	⑤	⑥	⑦	⑧

17. If you were disappointed with the assignment you received, indicate your degree of agreement with the below statements. If you were not disappointed, please mark here → ○ and go to the next page.

- a. My detailer conveyed the news of my new assignment in a callous fashion. . . . .
- b. My detailer attempted to explain why the assignment was made. . . . .

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	Not Assigned
a. My detailer conveyed the news of my new assignment in a callous fashion. . . . .	①	②	③	④	⑤	⑥	⑦	⑧
b. My detailer attempted to explain why the assignment was made. . . . .	①	②	③	④	⑤	⑥	⑦	⑧

## E. DECISION PROCESS

1. How many more years do you plan to remain on active duty?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10  
☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 20+

2. Do you feel that the Navy wants you to continue your career as an active duty naval officer?

Definitely Not Don't Know Definitely Does  
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

3. When you are (or "should be") completing your Officer Preference Card, do you have a good idea of available billets for which you would be fully competitive?

Definitely Do Not Somewhat Definitely Do  
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

4. Do you feel the billets you have received reflected your experience and past performance?

Definitely Do Not Somewhat Definitely Do  
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

5. What is your evaluation of the following aspects of a Navy career?

	1	2	3	4	5	6	7
	Very Negative			Neutral			Very Positive
a. Continuity of detailers. . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
b. Assignments received. . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
c. Change of assignments at 2-3 year intervals . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
d. Possibility of change of geographic location with assignment changes . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
e. Sea duty . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
f. Shore duty . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
g. Overseas assignments, accompanied. . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
h. Overseas assignments, unaccompanied . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
i. Commissary and exchange benefits . . . . .	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

6. If you were to seek civilian employment, how prepared are you to do so?

Essentially Unprepared Neither Prepared nor Unprepared Essentially Prepared  
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7



7. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus your expectations of obtaining them in a civilian career if you left the Navy.

	Civilian				Navy		
	Substantially Better	Much Better	Better	Comparable	Better	Much Better	Substantially Better
a. Interesting and challenging work . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to plan work. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work hours . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Minimal work stress . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Freedom from hassle. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Own initiative. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Pay and allowances . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Health benefits/care . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Job security. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Family stability. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Desirable place to live . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Desirable co-workers. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Recognition . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Responsibility. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Chance for spouse to develop own interests . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Quality of superiors. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Retirement program . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Variety of assignments. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Educational opportunities . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Promotional opportunities . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Social relationships . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Amount of crisis management . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Indicate what your decision was, if one has been made, for the following career options.

I have decided to:	No	Undecided	Yes
a. Obtain a master's degree . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Request PG School . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Make the Navy a career . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Qualify for a different aircraft. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Seek a designator change from aviation . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Obtain a proven subspecialty . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Remain geographically stable. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Request Staff or War College . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Accept a Washington headquarters staff assignment . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Strive for operational squadron command . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Prepare for a career outside the Navy . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Remain in the Navy beyond eligible retirement date . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Strive for CAPT . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Strive for flag rank . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Seek a designator change to Material Professional . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please use your personal impressions to rate EVERY assignment below on its potential contribution to an aviator career (your community and designator).

	Strongly Negative	Substantially Negative	Moderately Negative	Neutral	Moderately Positive	Substantially Positive	Strongly Positive	Don't Know
<b>a. SEA ASSIGNMENTS</b>								
1. CO—Carrier . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. XO—Carrier . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. XO—LHA . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>b. SHIP'S COMPANY (CV, LHA, LPH)</b>								
1. Communications Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Navigator . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assistant Navigator . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Weapons Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ASW Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Safety Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Operations Administrative Assistant . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Air Operations Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Strike Operations Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. CIC Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Assistant for Air Warfare . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Assistant for ASW . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Air Boss (Air Officer) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Aircraft Handling Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Catapult Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Flight Deck Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Hangar Deck Officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>c. AIR WING</b>								
1. CAG—Air Wing Commander (Assume it's an O-5 billet) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. CAG—Air Wing Commander (Assume it's an O-6 billet) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Deputy CAG . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. CAG OPS . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. CAG ASW . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. CAG LSO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>d. SQUADRON</b>								
1. XO/CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Department Head (DH)—Administration . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. DH—Maintenance . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. DH—Operations . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. DH—Safety . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. DH—Training . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Aviation Officer (OIC Helo Detachment) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>e. SHORE ASSIGNMENT</b>								
1. Flag Aide . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. FRS (RAG) Instructor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Naval Academy Instructor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. CO/XO—Training Squadron . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. XO—Fleet Replacement Squadron (RAG) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. CO—Fleet Replacement Squadron (RAG) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Test Pilot School . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Detailer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Washington Tour . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Wing Staff . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Recruiting . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Naval Aviation Training Instructor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Navy PG School Student . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Top Gun Instructor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strike University Instructor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate how IMPORTANT each of the following areas are to remaining in the Navy.

	1 Not At All Important	2	3 Neutral	4	5 Extremely Important	6 Not Applicable
a. Number of cruise liberty ports . . . . .	1	2	3	4	5	6
b. Quality of liberty ports . . . . .	1	2	3	4	5	6
c. Opportunity for operational flying . . . . .	1	2	3	4	5	6
d. Non-flying assignments . . . . .	1	2	3	4	5	6
e. Aviation Officer Continuation Pay (AOCP) . . . . .	1	2	3	4	5	6
f. Aviation Career Incentive Pay (ACIP) . . . . .	1	2	3	4	5	6
g. Command duties . . . . .	1	2	3	4	5	6
h. Family separation . . . . .	1	2	3	4	5	6
i. Disassociated sea tour . . . . .	1	2	3	4	5	6
j. Retirement benefits . . . . .	1	2	3	4	5	6
k. Geographical stability . . . . .	1	2	3	4	5	6
l. Basic salary . . . . .	1	2	3	4	5	6
m. Aviation life-style/esprit de corps . . . . .	1	2	3	4	5	6
n. Recognition for accomplishments . . . . .	1	2	3	4	5	6
o. Amount of operational flying for O-4s . . . . .	1	2	3	4	5	6
p. Amount of operational flying for O-5s and above . . . . .	1	2	3	4	5	6

11. Now, please indicate how SATISFIED you are with the same areas.

	1 Very Dissatisfied	2	3 Neutral	4	5 Very Satisfied	6 Not Applicable
a. Number of cruise liberty ports . . . . .	1	2	3	4	5	6
b. Quality of liberty ports . . . . .	1	2	3	4	5	6
c. Opportunity for operational flying . . . . .	1	2	3	4	5	6
d. Non-flying assignments . . . . .	1	2	3	4	5	6
e. Aviation Officer Continuation Pay (AOCP) . . . . .	1	2	3	4	5	6
f. Aviation Career Incentive Pay (ACIP) . . . . .	1	2	3	4	5	6
g. Command duties . . . . .	1	2	3	4	5	6
h. Family separation . . . . .	1	2	3	4	5	6
i. Disassociated sea tour . . . . .	1	2	3	4	5	6
j. Retirement benefits . . . . .	1	2	3	4	5	6
k. Geographical stability . . . . .	1	2	3	4	5	6
l. Basic salary . . . . .	1	2	3	4	5	6
m. Aviation life-style/esprit de corps . . . . .	1	2	3	4	5	6
n. Recognition for accomplishments . . . . .	1	2	3	4	5	6
o. Amount of operational flying for O-4s . . . . .	1	2	3	4	5	6
p. Amount of operational flying for O-5s and above . . . . .	1	2	3	4	5	6

12. To what extent do you think about leaving the Navy prior to retirement? . . . . .

13. Taking everything into consideration, to what extent will you make a genuine effort to search for employment outside the Navy, within the next year? . . . . .

14. If they had to do it over again, to what extent do you think most of your ex-Navy (now civilian) friends would choose to leave the Navy prior to their retirement? . . . . .

To No Extent	To A Little Extent	To Some Extent	To A Considerable Extent	To A Very Great Extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. In general, how satisfied do you think your friends are who have left the Navy for a civilian career?

- ☐ ① Very satisfied
- ☐ ② Satisfied
- ☐ ③ Neither satisfied nor dissatisfied
- ☐ ④ Dissatisfied
- ☐ ⑤ Very dissatisfied

16. Looking at an aviation career, for approximately how many years from now do you have a relatively clear idea of what your career path (billets, promotions, etc.) will be?

- ☐ Less than 1 year
- ☐ 1-4 years
- ☐ 5-8 years
- ☐ 9-12 years
- ☐ 13-16 years
- ☐ 17-20 years
- ☐ More than 20 years

17. How attractive does the aviation area career path appear to you?

- |                      |   |   |         |   |   |                    |
|----------------------|---|---|---------|---|---|--------------------|
| Very<br>Unattractive |   |   | Neutral |   |   | Very<br>Attractive |
| ①                    | ② | ③ | ④       | ⑤ | ⑥ | ⑦                  |

18. If you have made a career decision, either to remain or resign from the Navy, when did you make this decision?

- ☐ Before entering the Navy
- ☐ Before I got my wings
- ☐ During my first sea tour
- ☐ During my first shore tour
- ☐ During my second sea tour
- ☐ During my second shore tour
- ☐ Other
- ☐ Not applicable—have not made the decision

19. If you are resigning from the Navy, do you plan to join the naval reserve?

- ☐ No
- ☐ Uncertain
- ☐ Yes
- ☐ Not applicable

20. If you are planning to resign from the Navy (or have submitted your letter of resignation) do you have a civilian job waiting?

- ☐ No
- ☐ Uncertain
- ☐ Yes
- ☐ Not applicable

21. What is your principal source of information about civilian hiring opportunities in aviation?

- ☐ Fellow naval aviators
- ☐ Mass media
- ☐ Civilian pilots
- ☐ Written materials
- ☐ Other

22. Which of the following best describes the type of job you will have in civilian life?

- ☐ Civilian aviation/pilot
- ☐ Civilian aviation/administration
- ☐ Government
- ☐ Education
- ☐ Business
- ☐ Professional
- ☐ Other
- ☐ Uncertain
- ☐ Not applicable

## F. CAREER MANAGEMENT

1. On the scale below, check the statement which most applies to you.

- ① I am an aviator

② I am primarily an aviator and secondarily a Navy officer

③ I am an equal balance of both

④ I am primarily a Navy officer and secondarily an aviator

⑤ I am a Navy officer

Using your warfare specialty as your community (VAL, VF, etc.) please respond to the below items.

2. My specialty community (VAL, VF, etc.), has some programs to help me with my career which are different from other Navy aviation communities. . . . .
3. My specialty community has a higher rate of promotion for senior officers than other aviation communities. . . . .
4. My community (aviation) tries to take care of its own in regards to promotions. . . . .
5. Officers in other aviation specialty communities get the billets which contribute most to their Navy careers. . . . .
6. It is important to have someone available with whom I am comfortable and trust to discuss my career. . . . .
7. My senior officers interact with me frequently. . . . .
8. I use senior officers as role models when I make career decisions. . . . .
9. I have been counseled on how the Navy's career system works for members of my community. . . . .
10. I have been counseled on the Navy career opportunities outside of my community. . . . .
11. I have been counseled on the timing and proper career progression which will help me reach my career goals in the Navy. . . . .
12. I have had good counsel on the Navy's norms and values for officers. . . . .
13. Officers need a special career counseling system for them. . . . .
14. Visibility is very important at this stage in my Navy career. . . . .
15. It is almost essential for me to be sponsored by someone senior if I want to advance in the Navy. . . . .
16. My community uses an "old boy" (informal) network to keep tabs on officers for best assignments. . . . .
17. I have been counseled on the "blind alleys" which might kill my Navy career. . . . .
18. I have been counseled on the "tickets" which have to be punched so that I can reach my career goals in the Navy. . . . .
19. I have a close, personal relationship with a considerably more senior officer who serves as mentor for my career. . . . .

1	2	3	4	5	6	7
Strongly Disagree	Uncertain				Strongly Agree	
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦

20. In comparison with other communities, officers in my community make flag rank:

- Very Infrequently

①

②

③

At the same rate

④

⑤

⑥

Very Frequently

⑦

21. Rate the importance of each of the following, within your community, for making flag rank.

	Of No Importance	Of Little Importance	Of Moderate Importance	Of Considerable Importance	Of Utmost Importance
a. High specialization . . . . .	○	○	○	○	○
b. Generalist (not over specialized) . . . . .	○	○	○	○	○
c. Superb performance . . . . .	○	○	○	○	○
d. Have right contacts . . . . .	○	○	○	○	○
e. Have punched the right tickets . . . . .	○	○	○	○	○

22. How attractive would a designator change be. . .

- a. if it would allow you to remain in the cockpit, or next to your present airplane, for a full career (including opportunity for promotion to O-6)? . . . . .
- b. if you were guaranteed to be in the cockpit for a full career, regardless of the type of plane or mission you would be involved with? . . . . .
- c. if you were expected to maintain a standard sea/shore tour rotation pattern with the change specified in item b? . . . . .
- d. if it included division officer and department head duties but did not include any opportunity to command a squadron? . . . . .

Very Unattractive	Unattractive	Neither Attractive Nor Unattractive	Attractive	Very Attractive
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

Married officers are to complete Part A. Married and single officers are to complete Part B.

## PART A. MARRIED OFFICERS

Please indicate your degree of agreement with the below statements which relate to the family's impact on your career.

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	NA
	①	②	③	④	⑤	⑥	⑦	⑧
1. My spouse's career limits considerably the options available in my career decisions. ....	①	②	③	④	⑤	⑥	⑦	⑧
2. At the present time, my career is more important to me than my spouse's career. ....	①	②	③	④	⑤	⑥	⑦	⑧
3. Family separation, because of deployment, makes my Navy career less attractive. ....	①	②	③	④	⑤	⑥	⑦	⑧
4. Family separation, because of in-port working hours, is a problem. ....	①	②	③	④	⑤	⑥	⑦	⑧
5. I feel that my detailer will make an honest effort to co-locate my spouse and me. ....	①	②	③	④	⑤	⑥	⑦	⑧
6. I have cut back on my career involvement in order to meet the needs of my spouse and/or children. ....	①	②	③	④	⑤	⑥	⑦	⑧
7. Counseling should be available to married couples to help them reduce the stress associated with dual career marriages. ....	①	②	③	④	⑤	⑥	⑦	⑧
8. Better support services (e.g., spouse employment information about a new community, and/or help in planning and coping with transfer) should be provided for transferring couples. ....	①	②	③	④	⑤	⑥	⑦	⑧

9. How is your spouse primarily employed? (Choose best response)

- ☐ Full-time homemaker
- ☐ Secretary/clerical
- ☐ Teacher
- ☐ Professional
- ☐ Engineer
- ☐ Business/finance
- ☐ Navy officer
- ☐ Navy enlisted
- ☐ Other military
- ☐ Other

10. How involved was your spouse when you made decisions during your last reassignment (completing the Preference Card, for example)?

- I defer to spouse's wishes ① ② ③ Equal Participation ④ ⑤ ⑥ I decide alone ⑦ NA ⑧

11. How involved is your spouse when you are making major career decisions such as staying in the Navy, choosing a second career, retiring, etc?

- I defer to spouse's wishes ① ② ③ Equal Participation ④ ⑤ ⑥ I decide alone ⑦ NA ⑧

12. How do you think your spouse feels toward your Navy career?

- ① Completely opposed ④ Moderately supportive  
② Moderately opposed ⑤ Completely supportive  
③ Neutral

13. Rate the below items with regard to the extent of their impact on your most recent PCS move.

- a. My spouse's employment . . . . .  
b. Disruptions in children's schooling . . . . .  
c. My out-of-pocket expenses . . . . .  
d. Disruptions in social relations. . . . .  
e. The moving process itself . . . . .  
f. My unavailability to help the family (en route training, for example) . . . . .  
g. Obtaining child care . . . . .

To No Extent	To A Little Extent	To Some Extent	To A Considerable Extent	To A Very Great Extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PART B. MARRIED AND SINGLE OFFICERS

Please indicate your degree of agreement with the below statements which relate to marital status and its impact on your career.

1. Single officers work the same number of hours as married personnel. . . . .  
2. Single officers are unable to obtain assignment to a desired geographic location, because all available billets have been filled in support of spouse co-location. . . . .  
3. Marital status should be taken into consideration in the assignment process. . . . .  
4. I believe there is a disparity in entitlements/allowances between married and single personnel.. . . .  
5. There is too much concern for the family, particularly children, and too little for issues concerned with the single officer, such as recreation/entertainment. . . . .  
6. The Navy treats its single personnel as fairly as it does its married personnel.. . . .

1 Strongly Disagree	2	3	4 Uncertain	5	6	7 Strongly Agree
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦

# EDUCATIONAL TRAINING

Please indicate your level of agreement to the below items. In evaluating the first four items, consider ASW, CIC, etc. as technical schools and LMET, etc. as non-technical ones. Omit consideration of major professional schools such as NPGS or War College.

	1	2	3	4	5	6	7	8
	Strongly Disagree			Neutral			Strongly Agree	NA
1. Navy school(s) that I completed during my most recent transfer or present assignment were valuable to me in performing my job (mark "8" if none completed).	①	②	③	④	⑤	⑥	⑦	⑧
2. The Navy has provided me with adequate training in the general (managerial) aspects of how to perform as a naval officer.	①	②	③	④	⑤	⑥	⑦	⑧
3. I believe that non-technical schools improve my ability to do my job.	①	②	③	④	⑤	⑥	⑦	⑧
4. Technical schools will increase my promotion opportunities much more than non-technical service schools.	①	②	③	④	⑤	⑥	⑦	⑧
5. Obtaining one or more surface warfare qualifications will enhance my chances of being selected for command.	①	②	③	④	⑤	⑥	⑦	⑧
6. I must obtain at least one operational tour FITREP as department head before I can screen for command.	①	②	③	④	⑤	⑥	⑦	⑧
7. My community has a planned program for rotating junior officers through several departments during their first sea tour.	①	②	③	④	⑤	⑥	⑦	⑧
8. I have been provided all of the opportunity I need to progress toward my squadron professional qualifications.	①	②	③	④	⑤	⑥	⑦	⑧
9. I have been encouraged by many of my seniors (CO, XO, department head, etc.) to pursue a graduate education.	①	②	③	④	⑤	⑥	⑦	⑧
10. Obtaining a postgraduate degree will strengthen my chances for promotion.	①	②	③	④	⑤	⑥	⑦	⑧
11. I would rather receive a postgraduate degree from a civilian institution than NPGS.	①	②	③	④	⑤	⑥	⑦	⑧
12. If I leave my warfare specialty area for any reason, including attendance at NPGS, my Navy career will suffer.	①	②	③	④	⑤	⑥	⑦	⑧
13. The development of a subspecialty is important for my Navy career.	①	②	③	④	⑤	⑥	⑦	⑧
14. The development of a subspecialty is important for my career beyond the Navy.	①	②	③	④	⑤	⑥	⑦	⑧
15. More emphasis should be placed on developing an officer's leadership abilities rather than general managerial skills.	①	②	③	④	⑤	⑥	⑦	⑧
16. Attending one of the war colleges is important for my Navy career.	①	②	③	④	⑤	⑥	⑦	⑧
17. High performing officers (O-5) are being encouraged by seniors to pursue the Material Professional career path.	①	②	③	④	⑤	⑥	⑦	⑧
18. High performing officers (O-4) are being encouraged by seniors to pursue the Material Professional career path.	①	②	③	④	⑤	⑥	⑦	⑧

19. To what extent would you be interested in remaining in flying billets for the remainder of your career, if, by policy you could not advance beyond CDR?

To a small extent

Uncertain

To a great extent

①

②

③

④

B-18-17.

⑤

⑥

⑦



# I. CAREER ATTITUDES

1. **Career intention:** The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement. Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Check the response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career at least until you are eligible for retirement?

- ☐ 95.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement.
- ☐ 90.0-99.8% I am almost certain I will continue my military career if possible.
- ☐ 75.0-89.9% I am confident that I will continue my Navy career until I can retire.
- ☐ 50.0-74.9% I probably will remain in the Navy until I am eligible for retirement.
- ☐ 25.0-49.9% I probably will not continue in the Navy until I am eligible for retirement.
- ☐ 10.0-24.9% I am confident that I will not continue my Navy career until I can retire.
- ☐ 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible.
- ☐ 0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement.

2. The more I think about it, the more I feel I made a bad move in entering my career. . . . .
3. I am very satisfied with my occupation. . . . .
4. I talk up the Navy to my friends as a great organization to work for. . . . .
5. I am fortunate to be located where I am. . . . .
6. I thoroughly enjoy my career. . . . .
7. I thoroughly enjoy my field of work. . . . .
8. I am proud to tell others that I am part of the Navy. . . . .
9. I thoroughly enjoy my location. . . . .
10. I take great pride in my career. . . . .
11. I would feel happier with a different occupation. . . . .
12. I am extremely glad that I chose the Navy to work for, over other organizations I was considering at the time I joined. . . . .
13. I am very satisfied with my present location. . . . .
14. I feel very good about my career. . . . .
15. I definitely feel that I am in the right field of work. . . . .
16. For me this is the best of all possible organizations for which to work. . . . .
17. I would be more satisfied in a different location. . . . .
18. I definitely feel that I am in the wrong career. . . . .
19. I am very sorry I chose my occupation. . . . .
20. I take a positive attitude toward myself. . . . .
21. I have a definite plan for my career. . . . .
22. I have a strategy for achieving my career goals. . . . .
23. On the whole, I am satisfied with myself. . . . .
24. Compared to other areas of my life, my chosen career is not very important to me. . . . .

	1	2	3	4	5	6	7
	Strongly Disagree		Neither Agree nor Disagree				Strongly Agree
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	
①	②	③	④	⑤	⑥	⑦	

[illegible]

-19-

**COMMENTS**

If you would like to comment on any aspect of your Navy career as it affects your desire to continue as a naval officer, please use this space. NOTE: Written comments may be used to support statistical summaries of data, but your comments will be used only if your anonymity can be assured. If your comments extend to additional pages, please add your SSN to those pages.

THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE.

Rank: ☐ 0-1  
☒ 0-2  
☐ 0-3  
☐ 0-4

☐ 0-5  
☐ 0-6  
☐ 0-7

Aviator type: ☐ Pilot  
☐ NFO

Sex: ☐ Male  
☐ Female

NOTE: Would you like to receive feedback on the general findings of this questionnaire?

☐ YES

☐ NO

If yes, please provide name and SSN.

Name: \_\_\_\_\_

SSN: \_\_\_\_\_

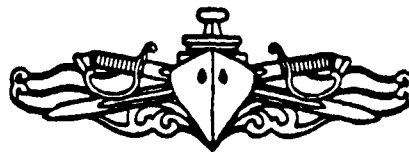
**APPENDIX C**

**DESIGNATOR CHANGE, WARFARE OFFICER RESIGNATION.  
AND RETIREMENT FROM NAVY LIFE QUESTIONNAIRES**

**DESIGNATOR CHANGE, WARFARE OFFICER RESIGNATION, AND  
RETIREMENT FOR NAVY LIFE QUESTIONNAIRES**

These status-change questionnaires were administered in FY86/7 (Time2) and represent questionnaires specially designed for the research program.

# DESIGNATOR CHANGE QUESTIONNAIRE



NAVY PERSONNEL  
RESEARCH and DEVELOPMENT CENTER  
San Diego, California 92152-6800



REPORT CONTROL SYMBOL

1301-01 (OT)

## PRIVACY ACT

Under the authority of 5 USC 301, information regarding your background, attitudes and experiences in the Navy is requested to provide input to a series of studies on officer career processes and retention. **THE INFORMATION PROVIDED BY YOU WILL NOT BECOME PART OF YOUR OFFICIAL RECORD, NOR WILL IT EFFECT YOU IN ANY WAY.** It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgment of these Privacy Act provisions.

## PRIVACY ACT

Under the authority of 5 USC 301, information regarding your background, attitudes and experiences in the Navy is requested to provide input to a series of studies on officer career processes and retention. **THE INFORMATION PROVIDED BY YOU WILL NOT BECOME PART OF YOUR OFFICIAL RECORD, NOR WILL IT EFFECT YOU IN ANY WAY.** It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgment of these Privacy Act provisions.

\_\_\_\_\_

## B. INFORMATION USE

1.1. Regarding your decision to change designator, evaluate each of the following source of information according to how much you use them, how accurate, honest and available they were in providing career planning information and guidance as well as how much influence each source had in your decision. Respond using the scale below.

	Very Low	Moderate	Very High
1	2	3	4
2	3	4	5
3	4	5	6
4	5	6	7

INFORMATION SOURCE	N/A							USE							INFLUENCE							ACCURACY							AVAILABILITY							HONESTY						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7							
a. COMSIC	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
b. XO	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
c. Department Head	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
d. Other senior officers	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
e. Peers in my previous designator	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
f. Senior officers from my current designator	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
g. Peers from current designator	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
h. Detailers	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
i. "Perspective"	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
j. Navy Times	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
k. Public media	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
l. Publications put out by my current community	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
m. "Officer Billet Summary"	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
n. "URL Officer Career Planning Handbook"	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
o. OPNAV instructions regarding changing designator	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								
p. "Commanding Officer's Addendum"	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )								



## C. DECISION PROCESS

1. The more I think about it, the more I feel I made a bad move changing my designator:

Strongly Disagree      Neutral      Strongly Agree

( ) ( ) ( ) ( ) ( ) ( ) ( )

2. I should have spent more time thinking about changing my designator:

Strongly Disagree      Neutral      Strongly Agree

( ) ( ) ( ) ( ) ( ) ( ) ( )

3. Please indicate the importance of each of the following to your decision to change designator. (Please use the following scale.)

Not Important		Somewhat Important		Extremely Important		N/A
1	2	3	4	5	6	

1   2   3   4   5   6

a. More shore duty	( )	( )	( )	( )	( )	( )
b. Prepare for career outside of the Navy	( )	( )	( )	( )	( )	( )
c. Greater geographical stability	( )	( )	( )	( )	( )	( )
d. Greater opportunity for promotion	( )	( )	( )	( )	( )	( )
e. To utilize technical education	( )	( )	( )	( )	( )	( )
f. More time with family	( )	( )	( )	( )	( )	( )
g. More interesting and challenging work	( )	( )	( )	( )	( )	( )
h. Develop greater technical skill	( )	( )	( )	( )	( )	( )
i. Failure to progress in previous community	( )	( )	( )	( )	( )	( )
j. Physically unable to continue in previous community	( )	( )	( )	( )	( )	( )
k. Clearer career path	( )	( )	( )	( )	( )	( )
l. Minimal work stress	( )	( )	( )	( )	( )	( )
m. Chance for spouse to develop own interests	( )	( )	( )	( )	( )	( )
n. Recognition for technical accomplishments	( )	( )	( )	( )	( )	( )
o. Greater freedom from hassle	( )	( )	( )	( )	( )	( )
p. Enjoy being a specialist	( )	( )	( )	( )	( )	( )
r. Amount of crisis management	( )	( )	( )	( )	( )	( )
s. Technical control of work	( )	( )	( )	( )	( )	( )
t. Chance to solve technical problems	( )	( )	( )	( )	( )	( )

4. What events led you to first think about changing designators?

Yes      No      N/A

a. Saw notice by current community for application	( )	( )	( )
b. CO/ISIC suggested it	( )	( )	( )
c. Other senior officer in my previous community suggested it	( )	( )	( )
d. Detailer suggested it	( )	( )	( )
e. Sought out by new community	( )	( )	( )
f. Assignments in area	( )	( )	( )
g. Family problems	( )	( )	( )
h. One of my peers changed	( )	( )	( )

- i. Other (please explain): \_\_\_\_\_

5. Indicate the year you first started thinking about changing designator: 19\_\_\_\_\_

6. Approximately how many months did it take you to to decide to change your designator: \_\_\_\_\_

7. Which of the following did you do specifically to prepare to change designator?

Yes      No

a. Obtain a master's degree	( )	( )
b. Obtain a subspecialty	( )	( )
c. Post-graduate education	( )	( )
d. Seek specific assignment	( )	( )

## D. PRESENT ASSIGNMENT

1. How long have you been in your present assignment?

- ☐ Less than 1 month ago
- ☐ 1 month, but less than 3 months ago
- ☐ 3 months, but less than six months ago
- ☐ 6 months, but less than 9 months ago
- ☐ 9 months, but less than 1 year ago
- ☐ 1 year or more ago

3. My PRD is:

- ☐ Less than 1 month from now
- ☐ 1 month, but less than 3 months from now
- ☐ 3 months, but less than 6 months from now
- ☐ 6 months, but less than 9 months from now
- ☐ 9 months, but less than 1 year from now
- ☐ 1 year or more from now
- ☐ Don't know

2. What is your evaluation of the following aspects of your present job and related duties? Mark one response for each item.

	Very Negative		Neutral			Very Positive	
	1	2	3	4	5	6	7
a. Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Separation from family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of skills & abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hours of work required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Work pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Interesting duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ability to plan and schedule activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Adventure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Sense of accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Opportunity to grow professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Doing something important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Overall, how do you evaluate this tour in terms of:

	Highly Unfavorable	Neutral	Highly Favorable	N/A
a. Command	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Type duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Relationship with CO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Superiors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Immediate subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## E. ASSIGNMENT PROCESS

1. When I completed my most recent preference card I:

- ☐ Put down choices I personally wanted, regardless of how they might affect my Navy career.
- ☐ Put down primarily what I wanted, but tempered them a little with what I thought might help my Navy career.
- ☐ Put down choices which I wanted, and I felt the Navy would want me to have, because Navy requirements and my interests are alike.
- ☐ Put down choices which I thought would help my Navy career, but tempered with my personal desires.
- ☐ Put down choices which I thought would help my Navy career even though they weren't personally desirable.
- ☐ Did not complete one.

2. Assess the acceptability of your current assignment in comparison with what was expressed on your preference card:

	Very Poor		Neutral			Very Good		N/A
	1	2	3	4	5	6	7	8
a. Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Type Billet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Type Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. When you are (or should be) completing your preference card, do you have a good idea of available billets for which you would be fully competitive?

Definitely Do Not	Somewhat	Definitely Do
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Which one of the following statements best describes your experience in obtaining your current assignment?

- ☐ Haven't been through reassignment in current designator.
- ☐ Tended to run smoothly-my detainer located an acceptable billet relatively quickly.
- ☐ Tended to run smoothly, but there was a certain amount of uncertainty and discussion with my detainer along the way.
- ☐ Tended to be a very difficult, unhappy experience. However, I eventually received a satisfactory or acceptable assignment.
- ☐ Tended to be a frustrating, anxiety-producing experience. Only through the intervention of senior officers or extreme effort did I have any influence on the assignment I received.
- ☐ Tended to be a completely hopeless situation. No amount of effort on my part or by others was successful in influencing the system.

5. When did you begin the following activities in regard to your last reassignment? (Use the following scale to respond to items a through h).

1. Systematically throughout my tour
2. More than 14 months before my PRD
3. 11 to 14 months before my PRD
4. 7 to 10 months before my PRD
5. 3 to 6 months of my PRD
6. Within 3 months of my PRD
7. I didn't do this
8. Not applicable

1 2 3 4 5 6 7 8

- a. Contacting your detailer
- b. Specifically seeking the advice of a senior officer
- c. Specifically seeking the advice of a peer
- d. Discussing possible assignments with my spouse/family
- e. Considering choices of location
- f. Considering choices of types of billets
- g. Considering choices of types of duty
- h. Contacting a placement officer

6. If you have formed an opinion of your current detailer, evaluate your detailer in the following areas. If not, please evaluate your former detailer.

Very Negative 1 2 3 4 5 6 7 8 Very Positive N/A

- a. Knowledge of current policy trends
- b. Knowledge of which billets are available
- c. Knowledge of requirements and duties of available billets
- d. Knowledge of my career development needs
- e. Knowledge of my personal desires
- f. Returns telephone calls
- g. Shares information
- h. Knowledgeable of previous communications
- i. What (s)he says can be trusted
- j. Looks out for my best interests
- k. Listens to my problems, desires, needs, etc.
- l. Provides useful career counseling
- m. Responds to correspondence
- n. Availability
- o. Provides useful career counseling on "tickets to be punched"
- p. Provides useful career counseling

7. Which detailer did you evaluate?

( ) Current detailer ( ) Former detailer

8. If you evaluated your former detailer, was (s)he from your current or previous community?

( ) Current community ( ) Former detailer

9. I cannot depend on the detailing system to find a job I want.

Strongly Disagree Neutral Strongly Agree

( ) ( ) ( ) ( ) ( )

10. Please indicate your degree of agreement with each of the following statements regarding the detailer who assigned you to your current command.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- a. I was favorably impressed with the way my detailer handled our interactions
- b. My detailer tended to have a closed mind, and thus I could not influence him/her
- c. My detailer made a sincere effort to meet my needs or to explain why (s)he couldn't
- d. The detailer located for me the best billet (s)he could, given the circumstances

( ) ( ) ( ) ( ) ( ) ( ) ( )  
( ) ( ) ( ) ( ) ( ) ( ) ( )  
( ) ( ) ( ) ( ) ( ) ( ) ( )  
( ) ( ) ( ) ( ) ( ) ( ) ( )

**Married officers are to complete Part A. Married and single officers are to complete Part B.**

## PART A. MARRIED OFFICERS

Please indicate your degree of agreement with the below statements which relate to the family's impact on your career.

[illegible]

**8. How is your spouse primarily employed? (Choose best response)**

- ( ) Full-time homemaker
- ( ) Secretary/clerical
- ( ) Professional
- ( ) Engineer
- ( ) Business/finance
- ( ) Navy officer
- ( ) Navy enlisted
- ( ) Other military
- ( ) Other

**9. How involved was your spouse in your decision to change designer?**

	I deferred to spouse	Equal input	I decided alone	N/A
1	( )	( )	( )	( )
2	( )	( )	( )	( )
3	( )	( )	( )	( )
4	( )	( )	( )	( )
5	( )	( )	( )	( )
6	( )	( )	( )	( )
7	( )	( )	( )	( )
8	( )	( )	( )	( )
9	( )	( )	( )	( )
10	( )	( )	( )	( )
11	( )	( )	( )	( )
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93	( )	( )	( )	( )
94	( )	( )	( )	( )

**10. How involved is your spouse when you are making career decisions such as staying in the Navy, choosing a second career, retiring, etc?**

	I defer to spouse	Equal input	I decide alone	N/A
1	( )	( )	( )	( )
2	( )	( )	( )	( )
3	( )	( )	( )	( )
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93	( )	( )	( )	( )
94	( )	( )	( )	( )

### 11. How do you think your spouse feels toward your Navy career?

( ) Completely opposed  
( ) Moderately opposed  
( ) Completely supportive  
( ) Moderately supportive  
( ) Neutral

12. Rate the items below with regard to the extent of their impact on your mood recent PCS move.

	To no Extent		To some Extent			To a Great Extent	
	1	2	3	4	5		
a. My spouse's employment	( )	( )	( )	( )	( )	( )	
b. Disruptions in children's schooling	( )	( )	( )	( )	( )	( )	
c. My out-of-pocket expenses	( )	( )	( )	( )	( )	( )	
d. Disruptions in social relations	( )	( )	( )	( )	( )	( )	
e. The moving process itself	( )	( )	( )	( )	( )	( )	
f. My unavailability to help the family (on route training for example)	( )	( )	( )	( )	( )	( )	
g. Obtaining child care	( )	( )	( )	( )	( )	( )	

## Part B. MARRIED AND SINGLE OFFICERS

Please indicate your degree of agreement with the below statements which relate to marital status and its impact on your career.

	Strongly Disagree		Neutral			Strongly Agree	
	1	2	3	4	5	6	7
1. Single officers work the same number of hours as married personnel	( )	( )	( )	( )	( )	( )	( )
2. Single officers are unable to obtain assignments to a desired geographical location, because many available billets have been filled in support of spouse co-location	( )	( )	( )	( )	( )	( )	( )
3. Marital status should be taken into consideration in the assignment process	( )	( )	( )	( )	( )	( )	( )
4. I believe there is a disparity in the entitlements/allowances between married and single personnel	( )	( )	( )	( )	( )	( )	( )
5. There is too much concern for the family, particularly children, and too little for issues concerned with the single officer, such as recreation/entertainment	( )	( )	( )	( )	( )	( )	( )
6. The Navy treats its single personnel as fairly as it does its married personnel	( )	( )	( )	( )	( )	( )	( )

## G. CAREER MANAGEMENT

1. How important are each of the following in determining whether you will remain on active duty after you become eligible to retire after 20 years?

	Not Important	2	Somewhat Important	4	Extremely Important	N/A
	1		3		5	6
a. Opportunity for flag rank	( )	( )	( )	( )	( )	( )
b. Opportunity for major command	( )	( )	( )	( )	( )	( )
c. Desire to retire as O-6	( )	( )	( )	( )	( )	( )
d. Opportunity for rewarding assignments	( )	( )	( )	( )	( )	( )
e. Enjoyment of naval service	( )	( )	( )	( )	( )	( )
f. Opportunities for civilian employment	( )	( )	( )	( )	( )	( )
g. Financial benefits	( )	( )	( )	( )	( )	( )
h. Opportunity to develop as specialist	( )	( )	( )	( )	( )	( )
i. Command duties	( )	( )	( )	( )	( )	( )
j. Family separation	( )	( )	( )	( )	( )	( )
k. Spouse's attitude toward Navy	( )	( )	( )	( )	( )	( )
l. Retirement benefits	( )	( )	( )	( )	( )	( )
m. Geographical stability	( )	( )	( )	( )	( )	( )
n. Basic salary	( )	( )	( )	( )	( )	( )
o. Esprit de corps	( )	( )	( )	( )	( )	( )
p. Recognition for accomplishments	( )	( )	( )	( )	( )	( )
q. Status of my community in the Navy	( )	( )	( )	( )	( )	( )

2. Looking at your career, for approximately how many years from now do you have a relatively clear idea of what your path (billets, promotions, etc.) will be? \_\_\_\_\_ years.



# H. CAREER ATTITUDES

23. On the scale below, check the statement which most applies to you.

- ☐ I am a specialist
- ☐ I am primarily a specialist and secondarily a Navy officer
- ☐ I am an equal balance of both
- ☐ I am primarily a Navy officer and secondarily a specialist
- ☐ I am a Navy officer
- ☐ Other

24. Career Intention: The following item concerns the intensity of your desire to continue your career as a Navy officer at least until you are eligible for retirement (20 years). Areas on the scale are described, both verbally and in terms of probability, to provide meaningful reference points. Pick response which most closely represents your current level of commitment.

How certain are you that you will continue an active Navy career, at least until you are eligible for retirement?

- ☐ 99.9-100% I am virtually certain that I will not leave the Navy voluntarily prior to becoming eligible for retirement
- ☐ 90.0-99.9% I am almost certain I will continue my Navy career if possible
- ☐ 75.0-89.9% I am confident that I will continue my Navy career until I can retire
- ☐ 50.0-74.9% I probably will remain in the Navy until I can retire
- ☐ 25.0-49.9% I probably will not continue in the Navy until I am eligible for retirement
- ☐ 10.0-24.9% I am confident that I will not continue my Navy career until I can retire
- ☐ 0.2-9.9% I am almost certain that I will leave the Navy as soon as possible
- ☐ 0.0-0.1% I am virtually certain that I will not voluntarily continue in the Navy until I am eligible for retirement

Strongly Disagree

Neutral

Strongly Agree

	1	2	3	4	5	6	7
1. The more I think about it the more I feel I made a bad move in entering my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am very satisfied with my occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I talk up the Navy to my friends as a great organization to work for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am fortunate to be located where I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I thoroughly enjoy my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I thoroughly enjoy my field of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am proud to tell others that I am part of the Navy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I thoroughly enjoy my location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I take great pride in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I would feel happier with a different occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am extremely glad that I chose the Navy to work for over the other organizations I was considering at the time I joined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am very satisfied with my present location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel very good about my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I definitely feel that I am in the right field of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. For me, this is the best of all possible organizations for which to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I would be more satisfied in a different location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I definitely feel that I am in the wrong career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am very sorry I chose my occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I take a positive attitude towards myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have a definite plan for my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have a strategy for achieving my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Compared to other areas of my life, my chosen career area is not very important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# I. MATERIEL PROFESSIONAL

Complete only if you are a member of the MP community

1. Your current assignment is in the area of:

- ☐ Acquisition
- ☐ Logistics
- ☐ Planning and Policy
- ☐ Fleet Support
- ☐ Test and Evaluation
- ☐ Research and Development

2. What is your present billet classified as?

- ☐ It is an MP billet
- ☐ Don't know if it is an MP billet or not
- ☐ It is not an MP billet

3. How long have you been in your present assignment

- ☐ On way to new assignment
- ☐ 2 months or less
- ☐ 3-4 months
- ☐ 5-6 months
- ☐ 7-8 months
- ☐ 9-10 months
- ☐ 11-12 months
- ☐ More than a year

4. My next assignment is:

- ☐ An MP billet
- ☐ Not an MP billet
- ☐ Don't know

6. How did you become an MP?

- ☐ I applied and was accepted by the board
- ☐ Even though I didn't apply I was selected
- ☐ Other (please explain) \_\_\_\_\_

7. Compared to other careers in the Navy, how do you evaluate the MP career path?

Very Poor	Average	Very Good	N/A
-----------	---------	-----------	-----

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

8. How many MP assignments have you had?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more

5. Please indicate your level of agreement with each of the following items.

Strongly Disagree	Not Sure	Strongly Agree	N/A
1	2	3	4

- |   |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. My undergraduate education is directly applicable to my present work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My graduate education is directly applicable to my present work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. It was my management experience as a warfare officer or (G)URL, rather than my MP experience, that is essential to my present assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. I have been able to apply my specific warfare knowledge in my present position   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. It is primarily my experience as an MP or related billets experience that is essential to effective MP performance                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. To be most effective, officers should be rotated between MP and non-MP billets   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. A technical background (i.e. engineering or science) is essential to being an effective MP officer                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Mastery of technical language is more important than mastery of current technical concepts   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. An officer should have a subspecialty before becoming an MP  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. I would recommend the MP career path to other officers   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. CDR command is essential to performing effectively as an MP  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## J. COMMENTS

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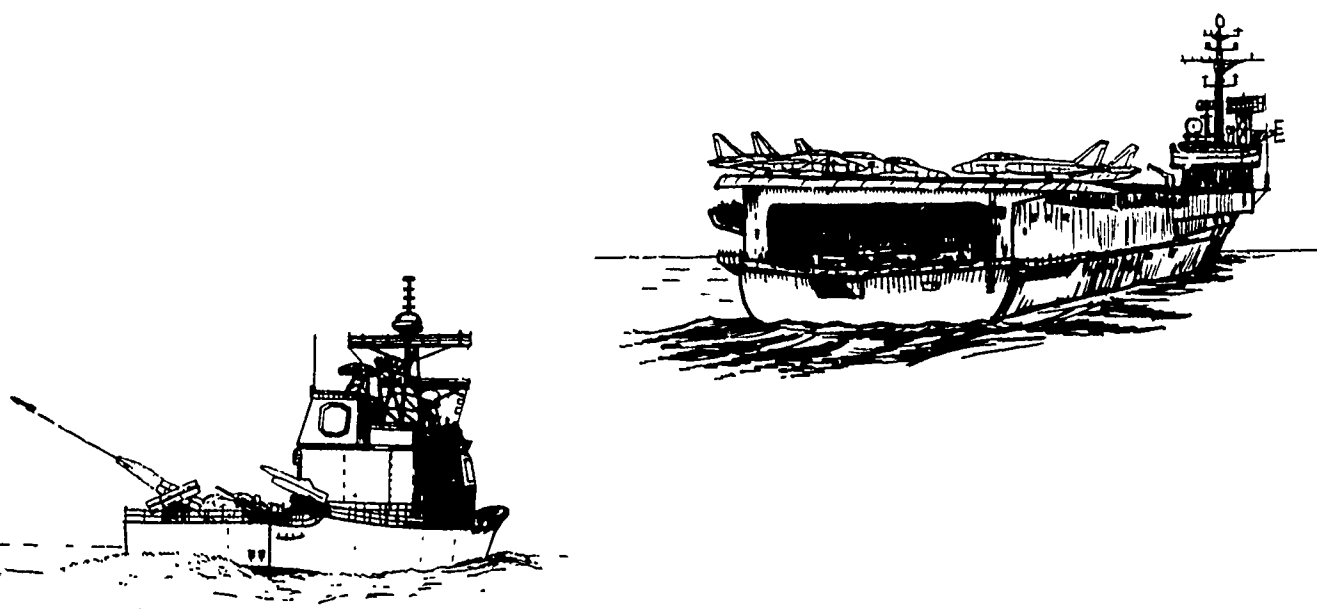
If you would like to comment on any aspect of your Navy career as it affected your decision to change designator, please use this space. NOTE: Written comments may be used to support statistical summaries of data, but your comments will be used only if your anonymity can be assured. If your comments extend to additional pages, please add your SSN to those pages.

### THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE

Rank:    ☐ 0-1    ☐ 0-5  
          ☐ 0-2    ☐ 0-6  
          ☐ 0-3    ☐ 0-7  
          ☐ 0-4

Sex:      ☐ Male  
          ☐ Female

# WARFARE OFFICER RESIGNATION QUESTIONNAIRE



**NAVY PERSONNEL  
RESEARCH and DEVELOPMENT CENTER**

**San Diego, California 92152-6800**



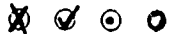
# WARFARE OFFICER RESIGNATION QUESTIONNAIRE

## MARKING INSTRUCTIONS



- Read each question carefully. Make a **HEAVY BLACK MARK** that **FILLS THE CIRCLE** representing your answer.
- Please do not make stray marks of any kind.

### INCORRECT MARKS



### CORRECT MARK



## PRIVACY ACT NOTICE

Under the authority of 5 USC 301, information regarding your background, attitudes and experiences in the Navy is requested to provide input to a series of studies on officer career processes and retention. The information provided by you will not become part of your official record, nor will it affect you in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgement of these Privacy Act provisions.

## A. BACKGROUND INFORMATION

The following questions pertain to your status at the time you left the Navy as an active duty officer.

### 1. Social Security Number:

Print your Social Security No. in the boxes provided. Then fill in the appropriate circle below each number.

9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0
9	8	7	6	5	4	3	2	1	0

### 3. How many years were you an active duty officer?

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="radio"/> Less than 5 | <input type="radio"/> 9            |
| <input type="radio"/> 5           | <input type="radio"/> 10           |
| <input type="radio"/> 6           | <input type="radio"/> 11-12        |
| <input type="radio"/> 7           | <input type="radio"/> 13-14        |
| <input type="radio"/> 8           | <input type="radio"/> More than 14 |

### 4. Marital status:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| <input type="radio"/> Married   | <input type="radio"/> Divorced      |
| <input type="radio"/> Widowed   | <input type="radio"/> Never Married |
| <input type="radio"/> Separated |                                     |

### 2. Your rank:

- ☐ O-3  
☐ O-4  
☐ O-5

### Designator:

Enter your designator in the boxes provided and mark the appropriate circle in each column.

1	2	3	4
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

### 5. Number of children:

- |                         |                                 |
|-------------------------|---------------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3         |
| <input type="radio"/> 1 | <input type="radio"/> 4         |
| <input type="radio"/> 2 | <input type="radio"/> 5 or more |

### 6. Generally speaking, were your fitness reports in the:

- |                               |                                  |
|-------------------------------|----------------------------------|
| <input type="radio"/> Top 1%  | <input type="radio"/> Top 30%    |
| <input type="radio"/> Top 5%  | <input type="radio"/> Top 50%    |
| <input type="radio"/> Top 10% | <input type="radio"/> Bottom 50% |

## B. GENERAL IMPRESSIONS REGARDING TURNOVER

The following questions assess your general attitudes regarding your leaving active duty.

1. When I left active duty service, it felt like a big change.

Strongly Disagree (1) Disagree (2) Uncertain (3) Agree (4) Strongly Agree (5)

2. Taking everything into account, how satisfied are you with your decision to leave the Navy?

Very Dissatisfied (1) Dissatisfied (2) Neither Satisfied Nor Dissatisfied (3) Satisfied (4) Very Satisfied (5)

BE SURE TO ANSWER QUESTION 2

3. Of all of your experiences since high school, how important a role has your Navy career played? . . . . .

4. How important was resignation from the Navy to you, at the time you resigned? . . . . .

Not at all Important	Somewhat Important	Considerably Important	Very Important	Of Utmost Importance
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## C. THE TURNOVER DECISION

This section contains questions associated with your decision to leave the Navy. In some places you will be asked to write in comments. Once again, what you write will be kept in the utmost confidence and the results will only be used to help better understand and manage the transition from the Navy to the outside world.

1. What is your evaluation of the following aspects of your Navy career?

- a. Detailers . . . . .
- b. Assignments received . . . . .
- c. Change of assignments at 2-3 year intervals . . . . .
- d. Changes of geographic location with assignment changes . . . . .
- e. Sea duty . . . . .
- f. Shore duty . . . . .
- g. Commissary and Exchange benefits . . . . .
- h. Medical benefits/care . . . . .
- i. Amount of paperwork . . . . .
- j. Liberty ports . . . . .
- k. Crisis management . . . . .
- l. Fellow Navy officers . . . . .
- m. Leadership provided to you . . . . .
- n. Work hours . . . . .

1	2	3	4	5
Very Negative		Neutral		Very Positive
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)
(1)	(2)	(3)	(4)	(5)

2. If you had to do it over again, would you leave the Navy prior to retirement?

Definitely Would Not (1) Probably Would Not (2) Uncertain (3) Probably Would (4) Definitely Would (5)

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. During the year before you left, do you feel the Navy made a strong effort to have you continue your career as an active duty officer?

Definitely Did Not (1) Probably Did Not (2) Probably Did (3) Definitely Did (4)

Thinking back to when you received your commission, approximately how long did you plan to be on active duty?

- ☐ Until my obligation was up.
- ☐ Probably no more than 10 years.
- ☐ Probably no more than 15 years.
- ☐ Probably no more than 20 years.
- ☐ More than 20 years.
- ☐ I really had no firm time period in mind.

When did you first decide to resign, as opposed to retire from active duty service?

- ☐ Before I got my warfare device (e.g., wings).
- ☐ During my first sea tour.
- ☐ During my first shore tour.
- ☐ During my second sea tour.
- ☐ During my second shore tour.
- ☐ After my second shore tour.

When you left active duty service, did you join the US Navy Reserves?

- ☐ Yes
- ☐ No
- ☐ No, but plan to join
- ☐ Not eligible

Are you still in the active reserves, if you joined up?

- ☐ Yes
- ☐ No
- ☐ Not applicable

Prior to submitting your letter of resignation, did you have a civilian job "in hand?"

- ☐ Yes
- ☐ No

When you left active duty service, to what degree did you have a new job lined up? (Please check all the appropriate responses.)

- ☐ I had no idea what I was going to do.
- ☐ I had sought out relevant information about jobs.
- ☐ I had decided the type of job and location I wanted.
- ☐ I had held initial interviews with prospective employers.
- ☐ I had held follow-up interviews with employers interested in me.
- ☐ A realistic job offer had been made to me.
- ☐ I had accepted a job offer.
- ☐ Not applicable—I knew that I would be self-employed.
- ☐ Not applicable—I had not looked for a job.

10. To what extent was your Navy experience and training useful in your civilian job(s)? That is, was there some continuity, or was it like starting your career all over again?

- |               |                       |                   |                                  |                      |
|---------------|-----------------------|-------------------|----------------------------------|----------------------|
| Not<br>at all | To a Little<br>Extent | To Some<br>Extent | To a<br>Consider-<br>able Extent | To a Great<br>Extent |
| ①             | ②                     | ③                 | ④                                | ⑤                    |

11. What job did you take, right after leaving active duty service?

12. What was your approximate income your first year out of active duty service?

- ☐ Less than \$20,000
- ☐ \$20,000 - \$27,500
- ☐ \$27,501 - \$35,000
- ☐ \$35,001 - \$42,500
- ☐ \$42,501 - \$50,000
- ☐ \$50,001 - \$57,500
- ☐ \$57,501 - \$65,000
- ☐ More than \$65,000

13. What is your current job?

14. What is your approximate current income?

- ☐ Less than \$20,000
- ☐ \$20,000 - \$27,500
- ☐ \$27,501 - \$35,000
- ☐ \$35,001 - \$42,500
- ☐ \$42,501 - \$50,000
- ☐ \$50,001 - \$57,500
- ☐ \$57,501 - \$65,000
- ☐ More than \$65,000

15. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus obtaining them in your civilian career.

	Civilian				Navy		
	Substantially Better	Much Better	Better	Comparable	Better	Much Better	Substantially Better
a. Interesting and challenging work . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work hours . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Minimal work stress . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Freedom from hassles . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Pay and allowances . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Health benefits/care . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Job security . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Family stability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Desirable place to live . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Desirable co-workers . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Responsibility . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Chance for spouse to develop own interests . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Quality leadership . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Freedom from crisis management . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	To a Little Extent	To Some Extent	To a Considerable Extent	To a Great Extent
16. To what extent was your decision to leave the Navy based on the decision to leave by fellow Navy officer friends who left or were leaving? . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. To what extent do you think <u>your</u> decision to leave active duty influenced or will influence fellow Navy officers to leave the Navy? . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please describe the circumstances that finally led you to leave active duty service and what impact this decision has had on your life.

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## D. SOCIAL SUPPORT – Regarding the Turnover Decision

These items refer to how supportive those around you were to your decision to resign from active duty.

How much did each of these people accept your decision  
to leave active duty?

- a. Your CO . . . . .
- b. Other officers you worked with (in general). . . . .
- c. Your spouse . . . . .
- d. Friends and relatives . . . . .
- e. Your detailer. . . . .

How much did the following people think that leaving active  
duty was the best decision for you?

- a. Your CO . . . . .
- b. Other officers you worked with (in general). . . . .
- c. Your spouse . . . . .
- d. Friends and relatives . . . . .
- e. Your detailer. . . . .

How much did each of these people go out of their way to  
make the transition to civilian life easier for you?

- a. Your CO . . . . .
- b. Other officers you worked with (in general). . . . .
- c. Your spouse . . . . .
- d. Friends and relatives . . . . .
- e. Your detailer. . . . .

How much did these people make an effort to encourage you  
to reverse your decision to leave active duty?

- a. Your CO . . . . .
- b. Other officers you worked with (in general). . . . .
- c. Your spouse . . . . .
- d. Friends and relatives . . . . .
- e. Your detailer. . . . .

How Important was the support you received from each  
of the following people, while you were making the  
decision to submit your letter of resignation?

- a. Your CO . . . . .
- b. Other officers you worked with (in general). . . . .
- c. Your spouse . . . . .
- d. Friends and relatives . . . . .
- e. Your detailer. . . . .

	Doesn't Apply	Not at all	A Little	Somewhat	Very Much
a. Your CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other officers you worked with (in general). . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends and relatives . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your detailer. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Your CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other officers you worked with (in general). . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends and relatives . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your detailer. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Your CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other officers you worked with (in general). . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends and relatives . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your detailer. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Your CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other officers you worked with (in general). . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends and relatives . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your detailer. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Doesn't Apply	Not at all Important	Somewhat Important	Consider- ably Important	Very Important	Of Utmost Importance
a. Your CO . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Other officers you worked with (in general). . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your spouse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends and relatives . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your detailer. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## E. FAMILY AND CAREER

These items refer to the impact of your family on your Navy career.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	N/A
1. Family separation, because of <u>deployments</u> , made my Navy career less attractive. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Family separation, because of <u>work-ups and training</u> , made my Navy career less attractive. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My career suffered due to the added responsibilities I had as a parent and/or spouse. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I had to cut back on my career involvement in order to meet the needs of my spouse and/or children. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In general, how do you think your spouse felt toward your Navy career?

Completely  
Opposed  
①

Moderately  
Opposed  
②

Neutral  
③

Moderately  
Supportive  
④

Completely  
Supportive  
⑤

N/A  
⑥

6. At the time you left active duty, how was your spouse primarily employed?

☐ I was not married

- ☐ Full-time homemaker
- ☐ Secretary/clerical
- ☐ Teacher
- ☐ Nurse
- ☐ Sales
- ☐ Engineer

- ☐ Other professional
- ☐ Business/finance
- ☐ Navy officer
- ☐ Navy enlisted
- ☐ Other military, officer
- ☐ Other military, enlisted
- ☐ Other (please specify below)

## F. WARFARE SPECIALTY

### PART A. AVIATORS

The following items pertain only to ex-Navy aviators. Ex-surface warfare officers should complete Part B.

1. Which of the following best describes the warfare specialty (community) you were in for the majority of your career?

- |                           |                          |   |
|---------------------------|--------------------------|---|
| <input type="radio"/> VAL | <input type="radio"/> VF | <input type="radio"/> HM                        |
| <input type="radio"/> VAM | <input type="radio"/> VP | <input type="radio"/> HS                        |
| <input type="radio"/> VAQ | <input type="radio"/> VQ | <input type="radio"/> HSL                       |
| <input type="radio"/> VAW | <input type="radio"/> VS | <input type="radio"/> Other support (e.g., VRC) |
| <input type="radio"/> VC  | <input type="radio"/> HC | <input type="radio"/> Other                     |

2. While in the Navy, which statement most applied to you?

- ☐ I considered myself an aviator, first and foremost
- ☐ I was primarily an aviator and secondarily a Navy officer.
- ☐ I was an equal balance of both.
- ☐ I was primarily a Navy officer and secondarily an aviator.
- ☐ I considered myself a Navy officer, first and foremost.



3. What is your evaluation of the following aspects of your previous Navy career?

a. Amount of flying time . . . . .

b. Quality of flying time . . . . .

1	2	3	4	5
Very Negative		Neutral		Very Positive
①	②	③	④	⑤
①	②	③	④	⑤

4. During your final year in the Navy, approximately how many hours a week did you fly?

- ☐ Duty involved no flying
- ☐ Less than 5 hours
- ☐ 5-10 hours
- ☐ 11-15 hours
- ☐ 16-20 hours
- ☐ More than 20 hours

5. What was your principal source of information about civilian hiring opportunities?

- ☐ Fellow Navy aviators
- ☐ Mass media
- ☐ Civilian aviators
- ☐ Civilian employment firms
- ☐ Civilian friends/family
- ☐ FAPA information
- ☐ Other (please specify) \_\_\_\_\_

**THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE**

## PART B. SURFACE WARFARE OFFICERS

The following items pertain only to ex-surface warfare officers. Concerning your Navy career, please indicate your level of agreement with the following items.

1. More emphasis should have been placed on developing the technical competence of the division heads rather than the department heads. . . . .

2. It was the non-technical factors that differentiated the good from the bad performers. . . . .

3. As a division officer, technical competence was more important to my job performance than general managerial skills. . . . .

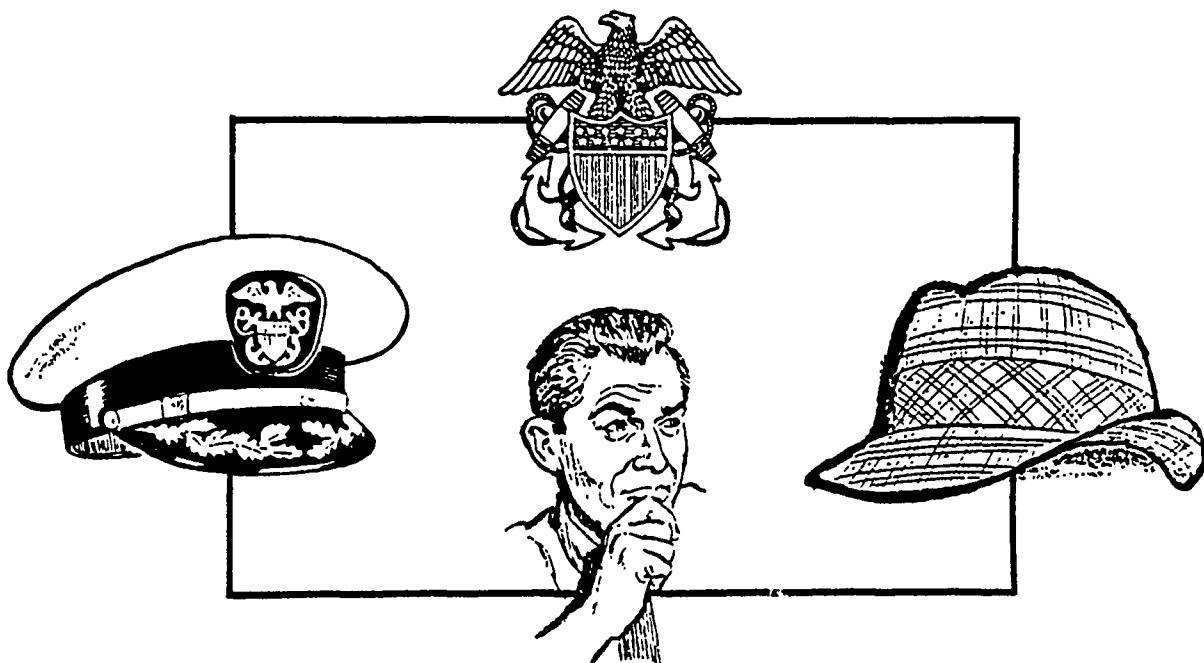
4. For department heads, general managerial skills were more important for good performance than technical competence. . . . .

5. The best XO's/CO's were officers who were generalists rather than specialists. . . . .

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**THANK YOU FOR YOUR ASSISTANCE WITH THIS QUESTIONNAIRE**

# RETIREMENT From NAVY LIFE



**NAVY PERSONNEL  
RESEARCH and DEVELOPMENT CENTER**  
San Diego, California 95152-6800



REPORT CONTROL SYMBOL  
1301-01 (OT)

## PRIVACY ACT

Under the authority of 5 USC 301, information regarding your experiences in the Navy, and your post-Navy experiences, is requested to provide input to a series of studies on officer career processes and retirement. THE INFORMATION PROVIDED BY YOU WILL NOT BECOME PART OF YOUR OFFICIAL RECORD, NOR WILL IT AFFECT YOU IN ANY WAY. It will be used by the Navy Personnel Research and Development Center for statistical purposes only (i.e., it will be combined with the responses of other officers to make recommendations to the Navy). You are not required to provide this information. There will be no adverse consequences should you elect not to provide the requested information or any part of it. Return of the questionnaire constitutes acknowledgment of these Privacy Act provisions.

### A. BACKGROUND

- |  |   |
|--|---|
| 1. Social Security Number<br>____-____-____  | 7. Are there children or other dependents that you are partially or totally responsible for financially ____ (yes/no)?  |
| 2. Sex: M ____ F ____  | 8. How many times have you re-located since you retired from the Navy ____?   |
| 3. Grade at retirement: O- ____  | 9. If applicable, place a check mark next to <u>your</u> income:  |
| 4. Marital status<br>____ Married<br>____ Single or widowed<br>____ Separated or divorced  | ____ Not applicable<br>____ Less than \$20,000<br>____ \$20,001 - \$27,500<br>____ \$27,501 - \$35,000<br>____ \$35,001 - \$42,500<br>____ \$42,501 - \$50,000<br>____ \$50,001 - \$57,500<br>____ \$57,501 - \$65,000<br>____ More than \$65,000 |
| 5. If you are married, is your wife employed ____ (yes/no)   |   |
| 6. Do you have any children that live at home with you at least part of the time ____ (yes/or)? How many ____? What are their ages ____? |   |

INDIVIDUALS WHO ARE NOT EMPLOYED (FULLTIME OR PARTTIME) SHOULD ANSWER QUESTIONS 1 AND 2 IN THE NEXT SECTION AND PROCEED TO SECTION C. INDIVIDUALS WHO ARE EMPLOYED SHOULD PROCEED TO SECTION B AND COMPLETE THE REST OF THE QUESTIONNAIRE.

## B. JOB SITUATION AND HISTORY

1. Are you currently: ☐ Working fulltime, ☐ Working parttime,  
☐ Retired, ☐ Looking for fulltime work,  
☐ Looking for parttime work
2. Regardless of your work status, would you please list any types of courses (e.g., MBA), formal degrees, retraining experiences, or jobs you have had/obtained since your retirement from the Navy. Include the starting and finishing dates for these items:

	<u>Items</u>	<u>Dates</u>
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		
i.		
j.		
k.		
l.		

3. Please use the following scale to answer "a" and "b". Record your numerical response in the blank provided.

Not At All	Somewhat	Moderately	Very Much	Extremely	Had No Subspecialty
1	2	3	4	5	6

If you obtained a subspecialty(ies) in the Navy, did it (they) help you

☐ a. Find a job, ☐ b. Perform on this job.

4. To what extent were you able to take your Navy experiences, education, and training and immediately use them in your civilian job(s)? That is, to what extent was there some continuity (or was it like starting your career over again)?

Like Starting a New Career	A Little Continuity	Some Continuity	Moderate Continuity	A Lot of Continuity
1	2	3	4	5

5. If you are currently employed, what is your job title and what are your primary responsibilities?

6. Rate the following items according to how you feel about your current work situation? Record an "8" if an item is not applicable to you.

	Strongly Disagree		Neutral			Strongly Agree	
	1	2	3	4	5	6	7
<input type="checkbox"/> a.	The more I think about it the more I feel I made a bad move entering my career.						
<input type="checkbox"/> b.	I am very satisfied with my occupation.						
<input type="checkbox"/> c.	I talk up my organization to my friends as a great organization to work for.						
<input type="checkbox"/> d.	I am fortunate to be located where I am.						
<input type="checkbox"/> e.	I thoroughly enjoy my career.						
<input type="checkbox"/> f.	I thoroughly enjoy my field of work.						
<input type="checkbox"/> g.	I am proud to tell others that I am part of my organization.						
<input type="checkbox"/> h.	I thoroughly enjoy my location.						
<input type="checkbox"/> i.	I take great pride in my career.						
<input type="checkbox"/> j.	I would feel happier with a different occupation.						
<input type="checkbox"/> k.	I am extremely glad that I chose to work for this organization.						
<input type="checkbox"/> l.	I am satisfied with my present location.						
<input type="checkbox"/> m.	I feel very good about my career.						
<input type="checkbox"/> n.	I definitely feel that I am in the right field of work.						
<input type="checkbox"/> o.	I would be more satisfied in a different location.						
<input type="checkbox"/> p.	On the whole, I am satisfied with myself.						
<input type="checkbox"/> q.	I definitely feel that I am in the wrong career.						
<input type="checkbox"/> r.	I am very sorry I chose my occupation.						
<input type="checkbox"/> s.	I take a positive attitude toward myself.						
<input type="checkbox"/> t.	For me this is the best of all possible organizations for which to work.						

7. What are your reactions to your current work situation, and what were your reactions to your last Navy assignment? Various aspects of work are present below such as job characteristics. Respond using the following scale:

Extremely Favorable		Neutral			Extremely Unfavorable		Not Applicable
1	2	3	4	5	6	7	8

Job Situation:

Navy   Current

- |   |   |  |
|---|---|--|
| — | — | a. <u>Job Characteristics</u> (variety, importance, pressure, interpersonal relationships, clarity of demands, feedback on performance, autonomy, etc.)  |
| — | — | b. <u>Supervisor characteristics</u> (supportive, facilitates work, plans and coordinates activities, trustworthy, relies on performance and judgments of subordinates, etc.)  |
| — | — | c. <u>Workgroup characteristics</u> (workgroup is cooperative, effective, takes pride in work; has open communication, trust, and friendly relations among members, etc.)  |
| — | — | d. <u>Organizational characteristics</u> (openness of expression, personnel kept informed, interdepartmental cooperation, consistent application of organizational policies, opportunities for growth and advancement, etc.) |

8. These items refer to how supportive your immediate supervisor and others are in your current job and in your last Navy assignment (inapplicable = 5).

Not at All		A Little		Moderately		Very Much	
1		2		3		4	

<u>Supervisor</u>		<u>Others</u>	
<u>Now</u>	<u>In Navy</u>	<u>Now</u>	<u>In Navy</u>

- |   |   |   |   |  |
|---|---|---|---|--|
| — | — | — | — | a. Go/went out of their way to make your work life easier for you. |
| — | — | — | — | b. Is/was easy to talk to them about career issues/work.           |

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- c. Are/were willing to listen to your personal problems  
 d. Are/were helpful  
 e. How important is/was it that these people support/supported you?

9. Compare your present job with your last Navy assignment in the following areas. For example, if the prestige of your current job is "much more" than was your last Navy assignment, put a "1" next to "Prestige" below.

Much More	Somewhat More	About the Same	Somewhat Less	Much Less
1	2	3	4	5

- \_\_\_\_\_ a. Prestige, \_\_\_\_\_ b. Level of skills and knowledge  
 \_\_\_\_\_ c. Authority over people, \_\_\_\_\_ d. Income level,  
 \_\_\_\_\_ e. Importance

10. Indicate whether your current job activities are the same or different from your last Navy assignment (circle the appropriate numerical response):

	The Same	Similar	Somewhat Different	Very Different	Nothing in Common
a. The actual work you perform	1	2	3	4	5
b. Knowledge and skill you use on the job	1	2	3	4	5

11. Most of us have in our minds an "ideal" career for ourselves.

- \_\_\_\_\_ To what extent would you say this ideal existed in the Navy? (Use scale below.)  
 \_\_\_\_\_ To what extent does your present career fulfill your ideal? (Use scale below.)

- 1 = A very poor match with my ideal  
 2 = A poor match with my ideal  
 3 = A moderately good match  
 4 = A good match  
 5 = A very good match  
 6 = Uncertain/too early to tell

12. Please indicate the relative opportunity of obtaining each of the following characteristics in the Navy versus obtaining them in a civilian career.

Navy				Civilian		
Substantially Better	Much Better	Better	Comparable	Better	Much Better	Substantially Better
1	2	3	4	5	6	7
<input type="checkbox"/> a.	Interesting and challenging work		<input type="checkbox"/> k.	Desirable place to live		
<input type="checkbox"/> b.	Ability to plan work		<input type="checkbox"/> l.	Desirable co-workers		
<input type="checkbox"/> c.	Work hours		<input type="checkbox"/> m.	Recognition		
<input type="checkbox"/> d.	Minimal work stress		<input type="checkbox"/> n.	Responsibility		
<input type="checkbox"/> e.	Freedom from hassle		<input type="checkbox"/> o.	Chance for spouse to develop own interests (N/A = 8)		
<input type="checkbox"/> f.	Own initiative		<input type="checkbox"/> p.	Quality of superiors		
<input type="checkbox"/> g.	Pay and allowances		<input type="checkbox"/> q.	Retirement program		
<input type="checkbox"/> h.	Health benefits/care		<input type="checkbox"/> r.	Variety of assignments		
<input type="checkbox"/> i.	Job security		<input type="checkbox"/> s.	Educational opportunities		
<input type="checkbox"/> j.	Family stability (N/A = 8)		<input type="checkbox"/> t.	Promotional opportunities		
			<input type="checkbox"/> u.	Social relationships		
			<input type="checkbox"/> v.	Leadership opportunities		

13. PLEASE GO BACK TO QUESTION 12 AND CIRCLE THOSE 5 CHARACTERISTICS THAT ARE MOST IMPORTANT TO YOU AND CROSS OUT THOSE 5 CHARACTERISTICS THAT ARE LEAST IMPORTANT TO YOU.

### C. RETIREMENT FROM THE NAVY

1. Why did you retire from the Navy when you did?

2. If your retirement was voluntary, what would it have taken to keep you in the Navy?



\_\_\_ 3. Upon retiring from the Navy, what was your attitude toward civilian life?

- a. Very reluctant to go through the change
- b. Somewhat reluctant
- c. Indifferent
- d. Somewhat eager
- e. Very eager

\_\_\_ 4. If your retirement from the Navy was voluntary, how quickly, from an administrative standpoint, did your request to retire proceed? (Put "8" if your retirement was mandatory.)

Extremely Quickly			Neither Quickly Nor Slowly			Extremely Slowly	
1	2	3	4	5	6	7	

\_\_\_ 5. In retrospect, how adequately do you feel that you prepared for your life after the Navy?

Extremely Well			So-So			Extremely Poorly	
1	2	3	4	5	6	7	

\_\_\_ 6. Please use the following scale to answer the next two items.

Extremely Favorable			Mixed Feelings			Extremely Unfavorable	
1	2	3	4	5	6	7	

- \_\_\_ a. What was your attitude toward the Navy when you retired?
- \_\_\_ b. What is your attitude toward the Navy now?

INDIVIDUALS WHO HAVE NOT PURSUED, OR NOT HAD THE OPPORTUNITY TO PURSUE, A CIVILIAN JOB SINCE RETIRING FROM THE NAVY SHOULD SKIP TO SECTIONS E AND F. INDIVIDUALS WHO HAVE BEEN INVOLVED IN CIVILIAN JOB-HUNTING SHOULD COMPLETE THE REST OF THE QUESTIONNAIRE, STARTING WITH SECTION D.

### D. JOB HUNTING AND CAREER TRANSITION

1. Listed below are a number of factors that can affect the career change process. Do you agree that these factors were (are) present as you decided (decide) which civilian career or job type to pursue? Use the following scale to respond.

Strongly Agree	Neutral				Strongly Disagree	
1	2	3	4	5	6	7

- ☐ a. Free of worry about meeting financial obligations.
- ☐ b. Spouse and/or family supportive of career change plans (N/A = 8).
- ☐ c. Friends supportive of career change plans.
- ☐ d. Access to others making career changes.
- ☐ e. Confidence in my ability to make a successful career change.
- ☐ f. Confidence in my ability to make the "right" decisions.
- ☐ g. A willingness to take the risks necessary to change careers.
- ☐ h. Control of my life.
- ☐ i. A job market that accepts individuals who are middle age.
- ☐ j. Confidence in my ability to handle the stresses associated with a career change.
- ☐ k. Skills necessary for meeting civilian job requirements.
- ☐ l. Sufficient formal education for a career change.
- ☐ m. Physical health.
- ☐ n. No major personal problems.
- ☐ o. No major family problems.

2. To what extent have you used the following resources to plan or develop your civilian career?

Great Extent			Moderate Extent		Little or No Extent	
1	2	3	4	5	6	7

- ☐ a. Interest/aptitude tests
- ☐ b. Books and publications on civilian careers
- ☐ c. Interviews/conversations with people in a particular field to learn more about that field
- ☐ d. Help from professional contacts, fellow workers, friends, and/or family to learn about job openings
- ☐ e. Want ads

- ☐ f. Placement agencies
- ☐ g. Resumes
- ☐ h. Professional meetings
- ☐ i. Job interviews

3. If you have used some of the resources mentioned in Question 2, over what time period have you used them? (For example, "I started 8 months before I retired from the Navy, and I am still using these resources.")

### E. ADJUSTMENT

1. How difficult has it been to adjust to civilian life since you retired from the Navy?

Very Difficult	Moderately Difficult	Neutral	Moderately Enjoyable	Very Enjoyable
1	2	3	4	5

Answer for each point in time presented below (N/A = 8):

- ☐ a. 6 months after retiring from the Navy.
- ☐ b. 1 year after retiring.
- ☐ c. 1½ years after retiring.
- ☐ d. 2 years after retiring.
- ☐ e. 3 years after retiring.
- ☐ f. 4 years after retiring.
- ☐ g. 5 years after retiring.

2. How satisfied were you in the following areas during your last year in the Navy ("Navy sat"), and how satisfied are you now in these areas ("civilian sat")?

	Extremely Satisfied			Neutral		Extremely Dissatisfied			
	1	2	3	4	5	6	7		
	<u>AREA</u>							<u>Navy Sat</u>	<u>Civilian Sat</u>
a.	Certainty about the purpose and meaning of my life							<input checked="" type="checkbox"/>	<input type="checkbox"/>
b.	My physical health							<input type="checkbox"/>	<input type="checkbox"/>
c.	My relationship with my spouse (N/A = 8)							<input type="checkbox"/>	<input type="checkbox"/>
d.	My relationship with my child or children (N/A = 8)							<input type="checkbox"/>	<input type="checkbox"/>
e.	Personal relationships and friends							<input type="checkbox"/>	<input type="checkbox"/>
f.	My own worth as a person							<input type="checkbox"/>	<input type="checkbox"/>
g.	My feeling about how I conducted my life in the past							<input type="checkbox"/>	<input type="checkbox"/>
h.	The opportunity to make the world a better place for coming generations							<input type="checkbox"/>	<input type="checkbox"/>

Extremely Satisfied			Neutral		Extremely Dissatisfied			
1	2	3	4	5	6	7		
<u>AREA</u>							<u>Navy Sat</u>	<u>Civilian Sat</u>
i.	The time left to achieve my personal goals						_____	_____
j.	The fairness with which people treated me in the past						_____	_____
k.	My competence at work (N/A = 8)						_____	_____
l.	The validity of my personal values						_____	_____
m.	My physical vigor or stamina						_____	_____
n.	The extent to which my job matched/matches my (N/A = 8):							
	(i) Interests						_____	_____
	(ii) Values						_____	_____
	(iii) Personality						_____	_____
	(iv) Abilities						_____	_____
o.	My ability to control my life						_____	_____
p.	Effective use of my leisure time						_____	_____
q.	Ability to meet my financial obligations						_____	_____
r.	Ability to meet my medical and dental needs						_____	_____
s.	Standard of living						_____	_____

3. Here are some words which we would like you to use to describe how you feel about your present life. For example, if you think your present life is extremely boring, put an X in the space right next to the word "boring". If you think it is extremely interesting, put an X in the space right next to the word "interesting". If you think it is somewhere in between, put an X where you think it belongs. PUT AN X IN ONE SPACE ON EVERY LINE.

	<i>Extremely</i>	<i>Quite</i>	<i>Somewhat</i>	<i>Both/ Neither</i>	<i>Somewhat</i>	<i>Quite</i>	<i>Extremely</i>	
	1	2	3	4	5	6	7	
BORING	_____	_____	_____	_____	_____	_____	_____	INTERESTING
ENJOYABLE	_____	_____	_____	_____	_____	_____	_____	MISERABLE
EASY	_____	_____	_____	_____	_____	_____	_____	HARD
USELESS	_____	_____	_____	_____	_____	_____	_____	WORTHWHILE

	<i>Extremely</i>	<i>Quite</i>	<i>Somewhat</i>	<i>Both/Neither</i>	<i>Somewhat</i>	<i>Quite</i>	<i>Extremely</i>	
	1	2	3	4	5	6	7	
FRIENDLY	___	___	___	___	___	___	___	LONELY
FULL	___	___	___	___	___	___	___	EMPTY
DISCOURAGING	___	___	___	___	___	___	___	HOPEFUL
TIED-DOWN	___	___	___	___	___	___	___	FREE
DISAPPOINTING	___	___	___	___	___	___	___	REWARDING

4. How satisfied are you with your life at the present time?

Extremely Satisfied	Neutral			Extremely Dissatisfied		
1	2	3	4	5	6	7

#### F. RETIREMENT SYSTEM

1. Please comment on the Navy's retirement system (it's strongpoints, weakpoints, ways it could be changed, recent improvements, erosion of benefits, etc.).

2. Would you like to receive a summary of the results of this survey?

**APPENDIX D**  
**SAMPLING STRATEGIES**

## SAMPLING STRATEGIES

### FY82 Questionnaires (Time1)

Surface warfare officers (SWOs), pilots, naval flight officers (NFOs), and general URL (GenURL) officers were each separately stratified by commissioning year (1961 through 1980). Each commissioning year was treated as a population; thus, there were 80 populations in all, and 80 decisions to make about sampling.<sup>1</sup>

Decisions had to be made concerning the number of individuals to sample per commissioning year (i.e., the number of individuals who should be sent questionnaires). Using a procedure presented in Cochran (1963, pp. 75-76), calculations were conducted based on the following required bits of information: (1) commissioning-year population, (2) an anticipated response rate of 50 percent, and (3) an acceptable margin of error of plus or minus 5 or 10 percent, and (4) the type of survey response under consideration (binary or polycotomous). Various assumptions underlay the calculations: (1)  $\alpha = .05$ ; therefore, a t-statistic of 1.96 was needed; (2) an acceptable margin or error (i.e., "d" in the calculation was plus or minus .05, although calculations were also made for .10; and (3) the proportion of units in the "larger" class of responses (P) was .5, which is very conservative.

Given this background information, a separate calculation was made for each commissioning year to determine the number of completed questionnaires required to be able to generalize survey responses (mean or percentage) to the population at an acceptable level of confidence. That is, given that the population of a particular year group was X, how many questionnaires would need to be available for analysis to be able to generalize to the year's population? Once this figure was obtained, it was doubled because of the anticipated return rate of 50 percent. If this doubled figure was more than the population, then the entire population of a commissioning year was sent a questionnaire.

Generation of the mailing sample should occur as close as possible to the actual mailing date. For aviation warfare officers (AWOs) and GenURLs, samples were created in November 1981 using the Officer Master File (OMF) to obtain an individual's year group. Mailings for the AWOs and GenURLs were completed in February and May 1982, respectively. The SWO sample was generated in September 1981, and mailings were completed by the end of October. A total of 20,242

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<sup>1</sup>Year group (as opposed to commissioning year) is an assigned, rather than an actual, year of commissioning based on the individual's rate of promotion. That is, an individual may have been commissioned, for example, in 1981. The typical individual would then be considered for promotion after the legally prescribed number of years of service at a particular grade level. The exceptional individual, however, might have their year group changed as a result of selection board action, so that it would reflect an earlier entry. Thus, they would be eligible for promotion earlier than other individuals who shared their original year of commissioning.

questionnaires were mailed. For all of the communities, some officers would have moved by the time the questionnaires had been mailed, or, in some cases, may have even left the Navy. Statistics were unavailable on the number of officers who never received their questionnaire.

Having mailed the questionnaires, the next task was to determine (again using Cochran's 1963 equations) if the return samples were representative. Here, the referent populations were not those existing when the mailing samples were generated; instead, the referent populations were those that existed when the questionnaires were completed. In other words, the initial Cochran calculations were done in an attempt to maximize the probability that the return samples would be representative. A response rate of 45 percent was obtained for the 23-page T1 Career Questionnaires (N = 9,109).

### **FY86/87 Questionnaires (Time2)**

Table D-1 presents a breakout of the T2 cross-sectional samples for the Career Questionnaires. For the SWOs and AWOs, the numbers entered for "Commissioning years 81-85" reflect a 50 percent sampling of the population. This size was considered more than adequate, based on anticipated returns, to meet representativeness requirements. For GenURLs, everyone who had been commissioned between these years was included.

Table D-2 presents mailout sample information for the Designator Change, Warfare Officer Resignation, General URL Officer Resignation, and Retirement Questionnaires. The information includes the number of individuals who had completed a Timel (T1) Career Questionnaire, the number for whom current addresses could be obtained and thus were mailed a questionnaire, the number of T1 questionnaire participants for whom addresses could not be found (presented in parentheses), and the number of individuals who were mailed questionnaires even though they had not participated at T1, but who had experienced a status change (resignation, etc.).



Table D-1

**Breakout of Time2 Mailout Samples for  
Career Questionnaires**

Time1 Participation Status	SWOs	AWOs	GenURLs
Completed T1 Questionnaire			
Commissioning years 61-80	1,648	3,606	613
Other commissioning years	129	235	242
Did not complete T1 Questionnaire			
Commissioning years 81-85	3,927	3,926	1,340
Other commissioning years	0	0	334
TOTAL: 16,000	5,704	7,767	2,529

Note. SWOs = surface warfare officers, AWOs = aviation warfare officers, GenURLs = general unrestricted line officers.

Table D-2

**Breakout of Time2 Mailout Samples for  
the Status-change Questionnaires**

	<u>Resignation</u>		Designator Change	Retirement
	Warfare	GenURL		
Mailed a T2 Change Questionnaire				
Completed a T1 questionnaire	506 (606)	64 (185)	418 (0)	878 (137)
Supplemental sample	2,129	514	249	67
Total mailed:	2,635	578	667	945

Notes. GenURL = general unrestricted line officer. The number of individuals for whom no addresses could be found is included in parentheses for "Completed a T1 questionnaire."

**APPENDIX E**

**SAMPLING CHARACTERISTICS AND REPRESENTATIVENESS (ANALYSES)**

## SAMPLE CHARACTERISTICS AND REPRESENTATIVENESS (ANALYSES)

A myriad of analyses were possible given the large number of samples in the project. The ones selected for this report were described in the text. Descriptions of two of the analyses are presented here in more complete technical detail. Their paragraph enumeration within the text is reproduced here:

(2) The representativeness of the repeater samples. Consider two sets of individuals: (a) those who completed an AWO Career Questionnaire at both Time1 (T1) and Time2 (T2) (responders), and (b) those who completed a T1 AWO Career Questionnaire, but did not complete a T2 AWO Career Questionnaire, even though they were still in that community (nonresponders). Analyses determined whether the T1 characteristics of the responders, such as grade, were the same as those of the nonresponders (i.e., whether the responders were representative of the entire T1 AWO sample). Cramer V's and phi coefficients were the statistics computed to address this representativeness issue. Analyses were done for each of the T2 questionnaire samples (attriters, retirees, designator-change transfers, etc.). It should be noted that "representativeness," as used here, addresses the similarity of a sample (T2 respondents) with another, larger sample (all T1 participants), instead of a sample with a population.

(3) The extent to which the T1 and T2 Career Questionnaire cross-sectional samples represented their respective populations. Analyses were done for each URL community within each time frame (T1 and T2), six sets of analyses in all. Relevant populations were determined as follows. First, the month was identified during which the median number of officers completed a given questionnaire (median month). For example, March 1982 represented that month for the T1 AWO Questionnaire and thus, all the AWOs in the Navy during that month became the population. The median months for other cross-sectional samples were as follows: T1 SWO, November 1981; T1 GenURL, June 1982; T2 AWOs, SWOs, and GenURLs, all median months were July 1986.

**APPENDIX F**

**DEMOGRAPHICS OF CAREER QUESTIONNAIRE REPEATER SAMPLES**

## DEMOGRAPHICS OF CAREER QUESTIONNAIRE REPEATER SAMPLES

Statistics are compared in this section from the two time periods for each of the URL communities, starting with aviators. There were 2,495 individuals who completed the T1 questionnaire who were still aviators at T2 and completed the T2 questionnaire. Over 80 percent of the individuals were married at T1 and T2. The aviators were pretty evenly distributed across all of the commissioning years, although there tended to be fewer for the earlier years (1961 through 1966).

The two greatest sources of commissioning were the Naval Academy and the Aviation Officer Candidate Program for pilots, approximately 20 percent of the repeater's sample coming from each source. The next largest sources were Naval Flight Officer Candidate School (approximately 18%) and the NROTC Regular Program (16%).

At T1, 12 percent were ensigns and lieutenant-junior grade officers (LTJGs), while at T2, 4 years later, there was none of these grades in the sample. At T1, 19 percent were commanders (CDRs) (no captains were sampled at this time, because the captain promotion board had not yet met), while 41 percent were CDRs and captains at T2. There was approximately a 60:40 split, pilots to NFOs, at both T1 and T2.

Regarding types of squadrons, statistical breakdowns for the T1 and T2 samples are similar. The percentage associated with each type of squadron is placed in parentheses as follows, first for T1 and then T2: Combat squadrons (VAL, VAM, VF) (29.3% vs. 30.8%), combat support squadrons (VAW, VAQ, VS) (18.4% for both samples), passive air electronic reconnaissance squadrons (VC, VQ) (4.3% vs. 4.6%), patrol squadrons (VP) (23.4% vs. 24.0%), and helo squadrons (19.1% vs. 19.7%).

At T1, 53.3 percent of the sample was at sea, while at T2, only 43.1 percent of the questionnaire sample was at sea, the difference due to the fact that: (1) the T2 sample is more senior and would be expected to have transitioned to managerial positions to some extent, and (2) the Navy's policy had reduced the length of deployment.

Around 50 percent of the repeater's sample had obtained their undergraduate degrees in the social sciences, while approximately one-third had obtained their degrees in the physical sciences, engineering, or architecture. At T1, less than 30 percent of the sample had a subspecialty, while at T2 this figure increased to 45 percent. Over 60 percent of the subspecialties at both T1 and T2 were in management, naval warfare, or command and control areas. The more senior status of the T2 sample accounts for the fact that 34.2 percent of this sample had obtained masters degrees, while only 19.2 percent of the T1 sample had. Only 6.9 percent of the sample at T1 had proven subspecialties, while 23.1 percent of the T2 sample had obtained proven subspecialties.

A total of 1,123 SWOs completed the T1 questionnaire, were still SWOs in 1986, and completed the T2 questionnaire. Over 80 percent of the SWOs were

married at T1 and T2. Individuals were fairly evenly distributed across all 20 commissioning years, although there was a tendency for there to be proportionally less officers during 1961 through 1963, 1979, and 1980. Thirty percent of the repeaters graduated from the Naval Academy, while 24 percent and 20.6 percent were commissioned through Officer Candidate School and the NROTC Regular Program, respectively.

At T1, 8.7 percent of the sample was ensigns or LTJGs, while no individuals were at these ranks at T2. Twenty-nine percent of the sample was CDRs at T1 (no CAPTs were sampled, because the promotion board had not yet met), while 52.5 percent of the sample at T2 was CDRs or CAPTs. At T1, 58.3 percent of the sample was at sea, while at T2 47.1 percent was at sea; again, due to the fact that the senior officers are likely to have transitioned to a desk job, and policy had reduced the length of deployment.

Over 50 percent of the repeaters had obtained their undergraduate degrees in the social sciences, while 37.4 percent had obtained their degrees in the physical sciences, engineering, or architecture. At T1, approximately 50 percent did not have a subspecialty, but at T2, this figure dwindled to 20 percent. Close to 50 percent at both T1 and T2 had obtained their subspecialties in management or in areas that might be termed naval warfare or command and control. At T1, 32.1 percent of the sample had obtained a masters, while at T2, this figure increased to 48.7 percent. At T1, 14.2 percent had obtained a proven subspecialty; 4 years later, this figure increased to 36.9 percent.

A total of 413 GenURL officers completed a questionnaire at T1, were in the same community at T2, and completed a T2 questionnaire. In contrast to the two other communities, less than 50 percent were married at both T1 and T2. Approximately 50 percent of the GenURLs were commissioned between 1978 and 1980. Around 25 percent were commissioned in 1973, 1974, or 1977. The remaining 25 percent were commissioned, in rather even proportions, throughout the other 15 years. Seventy-two percent of the repeaters were commissioned through Officer Candidate School, the next highest percent being 15 (WAVE).

At T1, 39 percent of the sample was ensigns or LTJGs, while at T2, no individuals held this rank. The percentage of LTs increased from around 34 percent to 53 percent; for LCDRs, from 22.3 percent to 34.4 percent. Because of the disproportionate number of junior officers in the community relative to senior officers, the number of CDRs at T1 was 4.8 percent (again, no CAPTs were included in the study), while the combined number of CDRs and CAPTs at T2 was 13.1 percent.

Two-thirds of the GenURL officers had obtained their undergraduate degrees in the social sciences. Around 60 percent of the officers had not obtained a subspecialty at T1, but this figure dwindled to 31 percent by T2. At both T1 and T2, around 50 percent of the subspecialties had been obtained in management, with almost all of the remaining subspecialties distributed among communication, computer science, intelligence, and environmental science. Around 22 percent had obtained a masters at T1 and 41 percent by T2. Only 5.5 percent were proven subspecialists at T2, while 22.8 percent had obtained this status by T2.

**APPENDIX G**

**REPRESENTATIVENESS OF CROSS-SECTIONAL CAREER  
QUESTIONNAIRE SAMPLES: ANALYTICAL ISSUES AND RESULTS**



## REPRESENTATIVENESS OF CROSS-SECTIONAL CAREER QUESTIONNAIRE SAMPLES: ANALYTICAL ISSUES AND RESULTS

Were the samples representative of their respective populations? Two types of representativeness were pertinent. The first concerned any given level of a variable, such as grade. Had enough ensigns (ENSs), for example, been sampled from the population of ENSs to generalize sample results to the population? A sampling statistic (described below) was used in this instance. The second type of representativeness concerned the total sample, composed of all grades, and whether or not each grade was represented in the same or similar proportion to the population.

Concerning the second type of representativeness, suppose the sample was equally distributed across 5 grade levels (20% each), but that the population's distribution across grade levels was ENSs--10 percent, LTJGs--25 percent, LTs--30 percent, LCDRs--30 percent, and CDRs--5 percent. Is the sample representative of the population with respect to grade? Statistical evaluation of this issue was accomplished by computing strength-of-association correlations between sample and population percentages. Cramer V's or phi coefficients were computed as appropriate. A significant correlation ( $p < .05$ ) indicated that the two distributions were different (i.e., that the sample was not representative of the population). In the present report, a correlation had to be practically significant also (i.e., .20 or above) in order to infer nonrepresentativeness.

Given this introduction, let's take a look at Table G-1. A Cramer V of .024 is presented for the first variable, squadron membership. Thus, it can be concluded that the sample is representative of the population on this variable. Regarding the other type of representativeness (level by level within a variable), a sampling statistic (Cochran, 1963; pp. 77-78) was computed. It determined if subsample sizes were large enough to conclude, with a 95 percent degree of confidence, that the subpopulation percentage was within plus or minus 5 percentage points of the subsample percentage. When a variable level was a small fraction of the total population, small n's produced an acceptable level of confidence. **A confidence level of at least 95 percent was found in all instances, except for variable levels indexed with an asterik (\*) in the tables.**

In the tables, the proportions presented for the levels of a variable may not add to 100 (or even come close in certain cases). The reason is that percentages were not presented for various categories of individuals, including those who: (1) had missing data, (2) had a zero on a variable (e.g., they had no subspecialty), or (3) constituted a subgroup with a negligible number of individuals. Statistically, this approach had the following implications for examining the two types of representativeness. Aggregate statistics (Cramer V and phi) for a variable were computed only for the levels presented in the tables. Sampling statistics were computed for each level separately and thus were unaffected by the presence or absence of other levels.

In almost all instances, the overall samples were found to be representative of their populations, as indicated by the Cramer V and phi coefficients. In addition, only a small number of variable levels (occurring primarily for T1 GenURL officers) were found to be unrepresentative.

**Table G-1**  
**Aviation Warfare Officers (FY82): Sample (Samp)**  
**and Population (Pop) Statistics**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Squadron (Cramer's V = .024)					
VAL	9.10	7.74	457	948	48.21
VAM	7.71	6.98	387	854	45.32
VAW	5.34	4.94	268	605	44.30
VAQ	4.72	3.86	237	473	50.11
VC	.64	.65	32	80	40.00
VF	11.55	10.91	580	1336	43.41
VP	25.28	25.26	1269	3092	41.04
VQ	3.47	3.59	174	440	39.55
VS	6.83	6.54	343	801	42.82
HC	4.52	4.27	227	523	43.40
HM	2.61	2.38	131	291	45.02
HS	10.46	8.93	525	1093	48.03
Role (Phi = .036)					
Pilot	61.69	65.46	3097	8014	38.64
NFO	38.31	34.54	1923	4229	45.47
Rank (Cramer's V = .174)					
ENS	4.26	4.40	214	539	39.70
LTJG	8.88	19.26	446	2358	18.91
LT	30.82	37.49	1547	4590	33.70
LCDR	36.00	25.45	1807	3116	57.99
CDR	20.04	13.40	1006	1640	61.34
Commissioning Year (Cramer's V = .162)					
1961	1.00	1.24	50	152	32.89
1962	2.01	1.83	101	224	45.09
1963	2.89	2.12	145	259	55.98
1964	3.94	2.94	198	360	55.00
1965	4.68	3.20	235	392	59.95
1966	4.82	3.62	242	443	54.63
1967	5.10	3.44	256	421	60.81

Table G-1 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
1968	5.38	4.03	270	494	54.66
1969	6.61	4.91	332	601	55.24
1970	5.74	3.95	288	484	59.50
1971	5.04	3.72	253	455	55.60
1972	4.96	3.87	249	474	52.53
1973	6.22	5.19	312	635	49.13
1974	7.07	6.56	355	803	44.21
1975	6.14	5.41	308	662	46.53
1976	5.10	5.22	256	639	40.06
1977	6.63	8.50	333	1041	31.99
1978	5.72	9.52	287	1165	24.64
1979	6.08	9.97	305	1221	24.98
1980	4.88	10.77	245	1318	18.59
Marital Status (Phi = .078)					
Married	80.34	73.36	4033	8981	44.91
Unmarried	17.23	24.24	865	2968	29.14
Subspecialties (Cramer's V = .024)					
Intelligence	1.87	1.33	94	163	57.67
National Security	1.33	.89	67	109	61.47
Management	7.93	5.89	398	721	55.20
Logic, Ops. & Envir	10.20	7.19	512	880	58.18
Nav Sys Engr	.46	.38	23	47	48.94
Weapons Engineering	.26	.24	13	29	44.83
Aeronautical Sys Engr	4.76	3.44	239	421	56.77
Communications	.74	.60	37	73	50.68
Computer Technology	1.85	1.48	93	181	51.38
Subspecialty Codes (Cramer's V = .016)					
F-coded	1.41	.96	71	117	60.68
G-coded	4.74	3.42	238	419	56.80
P-coded	11.85	8.95	595	1096	54.29
Q-coded	2.83	1.98	142	243	58.44
R-coded	2.89	2.01	145	246	58.94
S-coded	8.51	6.09	427	745	57.32
T-coded	.16	.12	8	15	53.33

Table G-1 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Educational Level (Cramer's V = .043)					
Bachelor's Degree	77.33	81.44	3882	9971	38.93
More than B.A.	1.20	.93	60	114	52.63
Masters Degree	19.32	14.29	970	1749	55.46
Undergraduate Major (Cramer's V = .030)					
Agricult/Forestry	2.19	2.10	110	257	42.80
Biological Sciences	5.42	5.32	272	651	41.78
Medical Sciences	.14	.25	7	31	22.58
Physical Sciences	21.00	20.31	1054	2487	42.38
Eng'ring & Architect.	17.97	20.03	902	2452	36.79
Social Sciences	47.73	45.24	2396	5539	43.26
Arts and Classics	3.75	3.60	188	441	42.63
Commissioning Source (Cramer's V = .040)					
Naval Academy	21.43	22.44	1076	2747	39.17
Aviation Officer Cand	20.36	21.68	1022	2654	38.51
NROTC Regular	17.41	17.59	874	2153	40.59
NROTC Contract	2.17	2.30	109	282	38.65
Officer Cand. School	2.71	2.36	136	289	47.06
Reserve Officer Cand.	.92	.63	46	77	59.74
Aviation Cadet	2.87	2.28	144	279	51.61
NESEP (Science Engr)	4.30	3.76	216	460	46.96
NFO Candidate	17.65	16.29	886	1994	44.43
App't'd from OCAN	1.14	.89	57	109	52.29
Aviation ROC	6.57	7.69	330	942	35.03

Notes. Percentages do not necessarily sum to 100 for reasons stated in the appendix text. Sample sizes for all levels of all variables are large enough to believe, at the 95 percent level of confidence, that "% Samp" figures are representative of the population.

Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Table G-1 (Continued)

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Notes.

Squadron: VAL = light attack, VAM = medium attack, VAW = electronic warfare. VAQ = electronic countermeasures, VC = composite, VF = fighter, VP = patrol, VQ = electronic countermeasures/electronic intelligence, VS = antisubmarine warfare, HC = helicopter cargo, HM = helicopter mine countermeasures, HS = helicopter antisubmarine warfare.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graduate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.

Table G-2

**Surface Warfare Officers (FY82): Sample (Samp)  
and Population (Pop) Statistics**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Rank (Cramer's V = .214)					
ENS	4.89	6.31	129	547	23.58
LTJG	10.85	26.90	286	2332	12.26
LT	27.09	32.45	714	2813	25.38
LCDR	32.44	19.37	855	1679	50.92
CDR	24.73	14.97	652	1298	50.23
Commissioning Year (Cramer's V = .214)					
1961	2.62	2.18	69	189	36.51
1962	4.93	3.60	130	312	41.67
1963	4.32	2.60	114	225	50.67
1964	5.24	3.22	138	279	49.46
1965	4.29	2.51	113	218	51.83
1966	4.59	2.69	121	233	51.93
1967	4.36	2.31	115	200	57.50
1968	5.54	3.09	146	268	54.48
1969	4.14	2.69	109	233	46.78
1970	4.63	2.63	122	228	53.51
1971	5.12	3.45	135	299	45.15
1972	5.61	3.62	148	314	47.13
1973	3.60	2.84	95	246	38.62
1974	3.49	3.74	92	324	28.40
1975	4.97	4.89	131	424	30.90
1976	5.58	4.94	147	428	34.35
1977	6.30	8.93	166	774	21.45
1978	8.88	12.14	234	1052	22.24
1979	7.89	13.72	208	1189	17.49
1980	3.91	14.23	103	1234	8.35*
Marital Status (Phi = .095)					
Married	76.71	66.40	2022	5756	35.13
Unmarried	21.05	30.94	555	2682	20.69

Table G-2 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Subspecialties (Cramer V's = .036)					
Intelligence	2.47	1.80	65	156	41.67
National Security	4.10	2.48	108	215	50.23
Management	10.74	7.58	283	657	43.07
Logic, Ops. & Environ	8.04	5.79	212	502	42.23
Nav Sys Engr	4.82	3.28	127	284	44.72
Weapons Engineering	3.76	2.32	99	201	49.25
Communications	3.79	2.43	100	211	47.39
Computer Technology	3.53	2.01	93	174	53.45
Subspecialty Codes (Cramer's V = .035)					
F-coded	1.29	.78	34	68	50.00
G-coded	3.45	2.81	91	244	37.30
P-coded	16.62	10.32	438	895	48.94
Q-coded	8.08	5.51	213	478	44.56
R-coded	3.60	2.43	95	211	45.02
S-coded	9.79	6.46	258	560	46.07
Educational Level (Cramer's V = .100)					
Bachelor's Degree	67.49	75.79	1779	6570	27.08
More than B.A.	1.93	1.71	51	148	34.46
Masters	27.58	18.10	727	1569	46.34
Undergraduate Major (Cramer's V = .075)					
Agricult/Forestry	1.48	1.43	39	124	31.45
Biological Sciences	3.34	4.73	88	410	21.46
Medical Sciences	.08	.16	2	14	14.29*
Physical Sciences	22.53	20.84	594	1807	32.87
Eng'ring & Architect.	19.01	18.27	501	1584	31.63
Social Sciences	46.13	44.84	1216	3887	31.28
Arts and Classics	5.61	6.06	148	525	28.19



Table G-2 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Commissioning Source (Cramer's V = .064)					
Naval Academy	28.34	26.29	747	2279	32.78
Aviation Officer Cand	.80	.96	21	83	25.30
NROTC Regular	20.79	21.09	548	1828	29.98
NROTC Contract	5.16	4.66	136	404	33.66
Officer Cand. School	27.69	31.85	730	2761	26.44
Reserve Officer Cand.	4.82	3.37	127	292	43.49
NESEP (Science Engr)	7.74	6.66	204	577	35.36
NFO Candidate	.83	1.91	22	166	13.25*

Notes. For reasons stated in the appendix text, percentages often do not sum to 100.

\*Sample sizes for most variable levels are large enough to believe, at the 95 percent level of confidence, that "% Samp" figures are representative of the population. Levels that do not meet this level of confidence are indexed with an asterik (\*).

Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graudate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.

Table G-3

**General URL Officers (FY82): Sample (Samp)  
and Population (Pop) Statistics**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Rank (Cramer's V = .089)					
ENS	14.07	12.06	122	259	47.10
LTJG	31.83	39.64	276	851	32.43
LT	34.14	33.77	296	725	40.83
LCDR	14.42	10.85	125	233	53.65
CDR	5.54	3.68	48	79	60.76
Commissioning Year (Cramer's V = .068)					
1961	.12	.33	1	7	14.29*
1962	1.27	.65	11	14	78.57
1963	.69	.75	6	16	37.50*
1964	.46	.84	4	18	22.22*
1965	1.15	1.26	10	27	37.04*
1966	.81	.75	7	16	43.75*
1967	1.15	.88	10	19	52.63
1968	.92	1.44	8	31	25.81*
1969	1.73	1.49	15	32	46.88
1970	1.85	1.86	16	40	40.00*
1971	2.65	1.68	23	36	63.89
1972	3.11	2.84	27	61	44.26
1973	5.42	5.36	47	115	40.87
1974	6.34	5.64	55	121	45.45
1975	4.84	3.82	42	82	51.22
1976	1.96	2.00	17	43	39.53*
1977	9.57	9.59	83	206	40.29
1978	15.11	15.51	131	333	39.34
1979	18.92	19.24	164	413	39.71
1980	21.91	24.08	190	517	36.75
Marital Status (Phi = .023)					
Married	44.75	40.20	388	863	44.96
Unmarried	53.29	53.00	462	1138	40.60

Table G-3 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Subspecialties (Cramer's V = .069)					
Intelligence	3.92	3.12	34	67	50.75
National Security	.92	.88	8	19	42.11*
Management	13.03	11.09	113	238	47.48
Logic, Ops. & Environ	3.81	3.12	33	67	49.25
Nav Sys Engr	.58	.84	5	18	27.78*
Weapons Engineering	.12	.42	1	9	11.11*
Communications	3.58	2.75	31	59	52.54
Computer Technology	3.69	3.26	32	70	45.71
Subspecialty Codes (Cramer's V = .035)					
G-coded	5.31	4.80	46	103	44.66
P-coded	7.73	6.10	67	131	51.15
Q-coded	1.96	1.63	17	35	48.57
R-coded	2.42	1.68	21	36	58.33
S-coded	14.07	12.44	122	267	45.69
Educational Level (Cramer's V = .023)					
Bachelor's Degree	76.59	74.43	664	1598	41.55
More than B.A.	2.19	1.77	19	38	50.00
Masters Degree	17.07	13.88	148	298	49.66
Undergraduate Major (Cramer's V = .044)					
Agricult/Forestry	2.31	1.91	20	41	48.78
Biological Sciences	7.15	7.45	62	160	38.75*
Medical Sciences	1.04	.61	9	13	69.23
Physical Sciences	9.23	9.46	80	203	39.41*
Eng'ring & Architect.	3.34	4.38	29	94	30.85*
Social Sciences	55.48	51.28	481	1101	43.69
Arts and Classics	16.96	15.00	147	322	45.65
Commissioning Source (Cramer's V = .078)					
Naval Academy	2.54	2.65	22	57	38.60*
NROTC Regular	7.73	10.99	67	236	28.39*
NROTC Contract	4.04	4.80	35	103	33.98*

Table G-3 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Commissioning Source					
Officer Cand. School	64.94	58.69	563	1260	44.68
WAVE/Nurse Corps	15.46	15.46	134	332	40.36
NESEP (Science Engr)	1.85	2.00	16	43	37.21*

Notes. Percentages do not necessarily sum to 100 for reasons stated in the appendix text.

\*Variable levels indexed with an asterik (\*) do not have sample sizes that permit generalization of "% Samp" figures to the population at the 95 percent level of confidence. All other levels do have samples of satisfactory size for generalization to the population.

Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graduate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.

Table G-4

**Aviation Warfare Officers (FY86/7): Sample (Samp)  
and Population (Pop) Statistics**

Variable	Samp	Pop	Samp	Pop	Samp/Pop
Squadron (Cramer's V = .025)					
VAL	6.95	6.65	252	1010	24.95
VAM	8.08	6.49	293	986	29.72
VAW	6.01	4.26	218	647	33.69
VAQ	4.55	3.91	165	594	27.78
VC	.50	.64	18	97	18.56
VF	10.73	10.08	389	1531	25.41
VP	23.55	22.51	854	3420	24.97
VQ	5.13	3.75	186	570	32.63
VS	7.36	6.71	267	1020	26.18
HC	5.27	4.67	191	710	26.90
HM	1.52	2.41	55	366	15.03
HS	12.85	11.50	466	1747	26.67
Role (Phi = .017)					
Pilot	61.86	63.99	2243	9720	23.08
NFO	38.14	36.13	1383	5489	25.20
Rank (Cramer's V = .152)					
ENS	4.99	11.88	181	1805	10.03
LTJG	13.84	16.97	502	2578	19.47
LT	30.09	37.29	1091	5665	19.26
LCDR	27.58	19.49	1000	2961	33.77
CDR	23.50	14.36	852	2182	39.05
Commissioning Year (Cramer's V = .172)					
1961	.22	.14	8	21	38.10
1962	.17	.18	6	28	21.43
1963	.41	.18	15	28	53.57
1964	.36	.33	13	50	26.00
1965	1.19	.66	43	101	42.57
1966	2.43	1.78	88	270	32.59
1967	3.97	2.40	144	365	39.45
1968	4.85	2.98	176	452	38.94

Table G-4 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
1969	5.79	3.69	210	560	37.50
1970	5.05	2.89	183	439	41.69
1971	4.11	2.56	149	389	38.30
1972	4.36	2.62	158	398	39.70
1973	5.05	3.37	183	512	35.74
1974	5.24	3.81	190	579	32.82
1975	3.47	2.69	126	409	30.81
1976	3.01	2.32	109	353	30.88
1977	3.75	3.67	136	558	24.37
1978	3.25	4.40	118	668	17.66
1979	3.34	5.29	121	803	15.07
1980	3.36	6.89	122	1046	11.66
1981	11.06	9.56	401	1453	27.60
1982	7.64	8.92	277	1355	20.44
1983	7.58	7.80	275	1185	23.21
1984	5.82	8.12	211	1234	17.10
1985	4.52	12.74	164	1935	8.48
Marital Status (Phi = .092)					
Married	78.02	67.87	2829	10310	27.44
Unmarried	19.31	29.55	700	4489	15.59
Subspecialties (Cramer's V = .044)					
Intelligence	1.63	1.09	59	166	35.54
National Security	1.96	1.21	71	184	38.59
Management	9.40	6.05	341	919	37.11
Logic, Ops. & Envir	13.21	7.43	479	1128	42.46
Nav Sys Engr	.58	.34	21	52	40.38
Weapons Engineering	.50	.29	18	44	40.91
Aeronautical Sys Engr	5.63	3.47	204	527	38.71
Communications	.63	.47	23	72	31.94
Computer Technology	1.60	1.35	58	205	28.29
Subspecialty Codes (Cramer's V = .106)					
F-coded	2.45	1.09	89	165	53.94
G-coded	3.86	2.71	140	411	34.06
P-coded	10.48	7.30	380	1109	34.27

**Table G-4 (Continued)**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
<b>Subspecialty Codes</b>					
Q-coded	3.47	1.96	126	297	42.42
R-coded	8.00	3.86	290	586	49.49
S-coded	10.40	5.81	377	882	42.74
T-coded	.85	1.45	31	220	14.09
<b>Educational Level (Cramer's V = .089)</b>					
Bachelor's Degree	73.58	78.38	2668	11906	22.41
More than B.A.	1.27	1.07	46	163	28.22
Masters Degree	21.87	13.44	793	2042	38.83
<b>Undergraduate Major (Cramer's V = .028)</b>					
Agricult/Forestry	1.99	2.02	72	307	23.45
Biological Sciences	4.69	4.65	170	706	24.08
Medical Sciences	.33	.28	12	43	27.91
Physical Sciences	16.96	15.80	615	2400	25.62
Eng'ring & Architect.	20.66	22.34	749	3393	22.07
Social Sciences	47.16	42.96	1710	6526	26.20
Arts and Classics	3.59	3.19	130	485	26.80
<b>Commissioning Source (Cramer's V = .040)</b>					
Naval Academy	23.14	21.87	839	3322	25.26
Mercent Marine Cand.	.47	.51	17	78	21.79
Aviat Officer Cand.	25.26	27.30	916	4147	22.09
NROTC Regular	16.96	17.69	615	2688	22.88
NROTC Contract	2.84	2.76	103	420	24.52
Officer Cand. School	1.49	1.62	54	246	21.95
Aviation Cadet	.69	.53	25	80	31.25
From USMC	.52	1.04	19	158	12.03
NESEP (Science Engr)	3.01	2.40	109	364	29.95
NFO Candidate	17.57	17.30	637	2628	24.24
Aviation ROC	6.21	5.46	225	829	27.14

Notes Percentages do not necessarily sum to 100 for reasons stated in the appendix text. Sample sizes for all levels of all variables are large enough to believe, at the 95 percent level of confidence, that "% Samp" figures are representative of the population.

**Table G-4 (Continued)**

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Notes. Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Squadron: VAL = light attack, VAM = medium attack, VAW = electronic warfare, VAQ = electronic countermeasures, VC = composite, VF = fighter, VP = patrol, VQ = electronic countermeasures/electronic intelligence, VS = antisubmarine warfare, HC = helicopter cargo, HM = helicopter mine countermeasures, HS = helicopter antisubmarine warfare.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graduate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.



Table G-5

**Surface Warfare Officers (FY86/7): Sample (Samp)  
and Population (Pop) Statistics**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Rank (Cramer's V = .067)					
ENS	15.83	16.19	397	1499	26.48
LTJG	21.45	21.59	538	1998	26.93
LT	29.90	33.76	750	3125	24.00
LCDR	15.07	16.10	378	1490	25.37
CDR	17.74	12.36	445	1144	38.90
Commissioning Year (Cramer's V = .158)					
1961	.20	.22	5	20	25.00
1962	.48	.37	12	34	35.29
1963	.40	.23	10	21	47.62
1964	.48	.44	12	41	29.27
1965	1.04	.70	26	65	40.00
1966	1.87	1.66	47	154	30.52
1967	2.95	1.83	74	169	43.79
1968	3.71	2.58	93	239	38.91
1969	2.79	2.24	70	207	33.82
1970	3.19	2.15	80	199	40.20
1971	3.67	2.83	92	262	35.11
1972	3.35	2.63	84	243	34.57
1973	2.03	2.10	51	194	26.29
1974	1.48	2.48	37	230	16.09
1975	1.95	2.77	49	256	19.14
1976	2.03	2.41	51	223	22.87
1977	1.83	3.63	46	336	13.69
1978	2.55	4.42	64	409	15.65
1979	1.63	4.82	41	446	9.19
1980	1.16	5.26	29	487	5.95*
1981	10.17	7.26	255	672	37.95
1982	12.44	10.20	312	944	33.05
1983	13.68	9.93	343	919	37.32
1984	11.72	10.68	294	989	29.73
1985	13.20	16.17	331	1497	22.11

Table G-5 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Marital Status (Phi = .023)					
Married	64.27	61.47	1612	5690	28.33
Unmarried	32.97	35.60	827	3295	25.10
Subspecialties (Cramer's V = .048)					
Intelligence	1.24	1.23	31	114	27.19
National Security	3.15	2.20	79	204	38.73
Management	7.97	6.81	200	630	31.75
Applied Logic, Operations Systems Technology,					
Environmental Science	7.93	6.68	199	618	32.20
Nav Sys Engineering	5.94	4.21	149	390	38.21
Weapons Engineering	3.19	2.86	80	265	30.19
Aeronautical Sys Engr	.12	.17	3	16	18.75
Communications	1.83	1.84	46	170	27.06
Computer Technology	2.31	1.98	58	183	31.69
Subspecialty Codes (Cramer's V = .100)					
F-coded	1.04	.62	26	57	45.61
G-coded	2.79	2.32	70	215	32.56
P-coded	9.49	8.39	238	777	30.63
Q-coded	5.94	3.69	149	342	43.57
R-coded	6.58	3.92	165	363	45.45
S-coded	7.06	7.53	177	697	25.39
T-coded	2.83	2.95	71	273	26.01
Educational Level (Cramer's V = .053)					
Bachelor's Degree	74.32	78.46	1864	7262	25.67
More than B.A.	1.59	1.44	40	133	30.08
Masters Degree	20.41	15.61	512	1445	35.43
Undergraduate Major (Cramer's V = .043)					
Agricult/forestry	1.56	1.33	39	123	31.71
Biological Sciences	3.51	4.09	88	379	23.22
Medical Sciences	.08	.14	2	13	15.38

Table G-5 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Undergraduate Major					
Physical Sciences	23.68	18.32	594	1696	35.02
Eng'ring & Architect.	19.98	19.40	501	1796	27.90
Social Sciences	48.48	45.19	1216	4183	29.07
Arts and Classics	5.90	4.83	148	447	33.11
Commissioning Source (Cramer's V = .040)					
Naval Academy	24.92	23.64	625	2188	28.56
Mercent Marine	.96	.93	24	86	27.91
Aviation Officer Cand.	1.04	1.18	26	109	23.85
NROTC Regular	22.13	23.60	555	2184	25.41
NROTC Contract	5.62	5.81	141	538	26.21
OCS	35.53	34.44	891	3188	27.95
Reserve Officer Cand.	2.67	2.29	67	212	31.60
NESEP	4.74	6.23	119	577	20.62
NFO Candidate	1.08	1.79	27	166	16.27

Notes. Percentages often do not sum to 100 for reasons stated in the appendix text.

\*Sample sizes for almost all variable levels are large enough to believe, at the 95 percent level of confidence, that "% Samp" figures are representative of the population. Only one variable level has an insufficient sample size, and it is indexed with an asterik (\*).

Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graudate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.

Table G-6

**General URL Officers (FY86/7): Sample (Samp)  
and Population (Pop) Statistics**

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Rank (Tau C = -.042)					
ENS	11.05	9.82	127	271	46.86
LTJG	20.63	21.41	237	591	40.10
LT	43.34	50.54	498	1395	35.70
LCDR	19.84	13.26	228	366	62.30
CDR	6.18	4.96	71	137	51.82
Commisioning Year (Tau C = .003)					
1962	.09	.07	1	2	50.00*
1964	.26	.22	3	6	50.00
1965	.17	.33	2	9	22.22*
1966	.52	.51	6	14	42.86
1967	.70	.62	8	17	47.06
1968	1.04	.91	12	25	48.00
1969	1.22	.98	14	27	51.85
1970	1.57	1.34	18	37	48.65
1971	1.57	1.20	18	33	54.55
1972	2.70	1.70	31	47	65.96
1973	4.96	3.19	57	88	64.77
1974	4.87	3.37	56	93	60.22
1975	2.87	1.92	33	53	62.26
1976	.61	1.09	7	30	23.33*
1977	2.87	4.46	33	123	26.83*
1978	5.31	7.07	61	195	31.28*
1979	6.53	8.99	75	248	30.24*
1980	6.53	10.25	75	283	26.50*
1981	13.14	10.83	151	299	50.50
1982	12.88	11.88	148	328	45.12
1983	12.71	11.27	146	311	46.95
1984	9.49	7.75	109	214	50.93
1985	8.44	9.96	97	275	35.27

Table G-6 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Marital Status (Cramer's V = .013)					
Married	46.30	44.53	532	1229	43.29
Unmarried	48.48	49.35	557	1362	40.90
Subspecialties (Cramer's V = .061)					
Intelligence	4.00	3.30	46	91	50.55
National Security	1.04	.83	12	23	52.17
Management	21.06	16.56	242	457	52.95
Logic, Ops. & Environ	5.48	4.53	63	125	50.40
Nav Sys Engr	.26	.65	3	18	16.67*
Weapons Engineering	.44	.33	5	9	55.56
Aeronautical Sys Engr	.44	.62	5	17	29.41*
Communications	3.74	2.72	43	75	57.33
Computer Technology	7.05	5.91	81	163	49.69
Subspecialty Codes (Cramer's V = .062)					
F-coded	3.22	2.14	37	59	62.71
G-coded	4.79	3.73	55	103	53.40
P-coded	8.96	8.08	103	223	46.19
Q-coded	4.96	3.44	57	95	60.00
R-coded	4.79	3.41	55	94	58.51
S-coded	18.02	14.75	207	407	50.86
T-coded	3.48	3.91	40	108	37.04
Educational Level (Tau C = -.052)					
Bachelor's Degree	69.80	73.51	802	2029	39.53
More than B.A.	3.66	2.64	42	73	57.53
Masters Degree	24.98	19.20	287	530	54.15
Undergraduate Major (Cramer's V = .042)					
Agricult/Forestry	2.09	1.56	24	43	55.81
Biological Sciences	5.40	5.58	62	154	40.26
Medical Sciences	1.22	.83	14	23	60.87

Table G-6 (Continued)

Variable	% Samp	% Pop	N Samp	N Pop	% Samp/Pop
Undergraduate Major					
Physical Sciences	9.05	9.57	104	264	39.39
Eng'ring & Architect.	3.83	5.00	44	138	31.88*
Social Sciences	59.79	56.85	687	1569	43.79
Arts and Classics	12.53	11.56	144	319	45.14
Commissioning Source (Cramer's V = .056)					
Naval Academy	4.96	6.38	57	176	32.39*
NROTC Regular	9.75	11.78	112	325	34.46
NROTC Contract	5.48	5.72	63	158	39.87
Officer Cand. School	66.93	62.64	769	1729	44.48
WAVE/Nurse Corps	10.36	8.12	119	224	53.13
NESEP (Science Engr)	2.44	2.46	28	68	41.18

Notes. Percentages do not necessarily sum to 100 for reasons stated in the appendix text.

\*Sample sizes for most variable levels are large enough to believe, at the 95 percent level of confidence, that "%Samp" figures are representative of the population. Variable levels with insufficient sample sizes are indexed with an asterik (\*).

Rank: ENS = ensign, LTJG = lieutenant-junior grade, LT = lieutenant, LCDR = lieutenant-commander, CDR = commander.

Subspecialty codes: F = master's degree not fully meeting Navy criteria, or graudate education at less than master's level--proven subspecialist; G = master's degree not fully meeting Navy criteria or graduate education at less than a master's degree; P = master's level of education; Q = master's level of education--proven subspecialist; R = significant experience--proven subspecialist; S = significant experience.

**APPENDIX H**

**DESCRIPTION OF THE FY 86/7 CROSS-SECTIONAL  
RESIGNATION SAMPLES**

## DESCRIPTION OF FY86/7 CROSS-SECTIONAL RESIGNATION SAMPLES

The purpose of this section is to describe in detail the cross-sectional samples for the Warfare Officer Resignation Questionnaire (N = 1,276) and the General URL Resignation Questionnaire (N = 120).

### Warfare Officer Resignation

Forty-eight percent of the Warfare Officer Resignation Questionnaire (WORQ) sample had been surface warfare officers, 39 percent had been pilots, and 13 percent had been naval flight officers (NFOs). Eighty-nine percent of the WORQ sample had been commissioned between 1974 and 1980. Almost two-thirds (65 percent) had been LTs at the time of their separation. Seventy-five percent were married, and close to 50 percent of them had no children. Of the aviator attritors, 17 percent had last occupied a billet in the Navy in which they had done no flying; 21 percent, less than 5 hours; 34 percent, 5 to 10 hours; and 28 percent, 11 or more hours. When asked which community they had been associated with, 30 percent said combat squadron; 17 percent, combat support squadron; 4 percent, passive air electronic reconnaissance; 32 percent, patrol; 11 percent, helo; and, 6 percent, other. Fifty-percent indicated that their fitness reports had been in the top 1 percent; 38 percent, in the top 5 percent; and, the remainder, 10 percent or worse. Forty-three percent of the WORQ sample indicated that their current income was between \$35,000 and \$50,000; 25 percent, between \$50,001 and \$65,000 (or more); and, 32 percent, between \$20,000 (or less) and \$35,000.

### General URL Resignation

Among the GenURL attritors, over 9 out of 10 (94 percent) had been commissioned between 1977 and 1982, and 65 percent between 1979 and 1981. Eighty percent of the GenURL Officers had been LTs prior to their separation. Forty-six percent of the sample was married, 50 percent was single, and the remaining portion of the sample was separated or indicated "other." Seventy six percent had no children. Forty four percent reported that they typically had fitness reports in the top 1 percent; 23 percent, in the top 5 percent; 20 percent, in the top 10 percent; and the remainder, below the top 10 percent. Thirty eight percent were currently making \$20,000 or less. The rest were fairly equally distributed across the following categories: \$20,001 to \$27,500 (19 percent), \$27,501 to \$35,000 (15 percent), \$35,001 to \$42,500 (15 percent), and \$42,501 and above (13 percent).



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